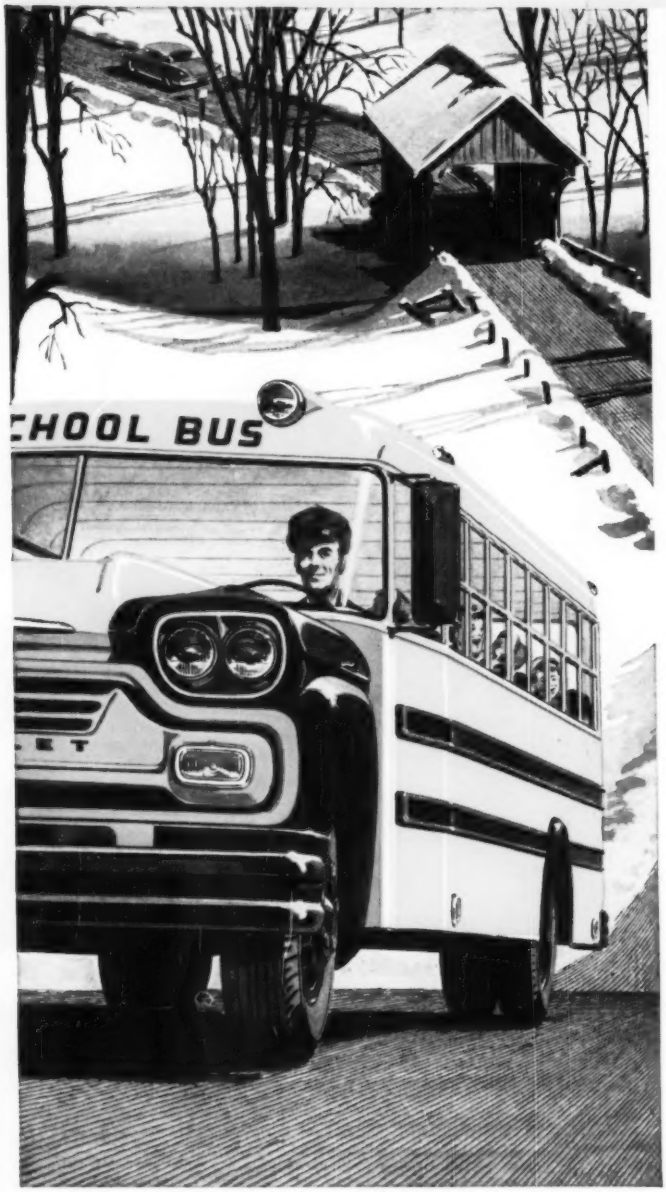
# the AMERICAN SCHOOL BOARD JOURNAL

A Periodical of School Administration

## How the Portland Board Successfully Finances Its Schools (pg. 42)

February, 1958

# CHEVROLET
# SCHOOL BUS CHASSIS

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Chevrolet rates "A's" in every department of the National School Bus Standards. For example, every Chevy school bus model has at least twice the grade-climbing ability required. And Chevy's an honor performer in all other important areas, like tire capacities, frame size and front and rear axle ratings. In fact, each Chevrolet school bus chassis *always* meets National School Bus Standards—and often surpasses them.

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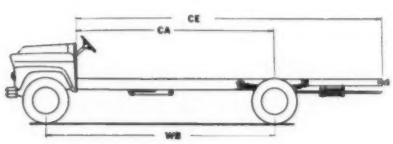


| Model | Pupil Capacity | WB | CA | CE |
|---|---|---|---|---|
| 3106 | 8 | 114 | (Suburban Carryall) | |
| 3802 | 16 to 20 | 135 | 104¼ | 149 15/16 |
| 4502 | 30 to 36 | 156½ | 128¼ | 206½ |
| 6702 | 42 to 48 | 196½ | 168¼ | 261½ |
| 6802 | 48 to 54 | 222½ | 194¼ | 289 |
| 8802 | 54 to 60 | 240 | 211¾ | 315 |
| 10802 | 54 to 60 | 240 | 211¾ | 315 |


***the dollar that comes back . . .***

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THE AMERICAN
# School Board Journal
for February, 1958



### OUR COVER . . .

The Portland, Ore., board of education has financed a $57 million school construction program on a pay-as-you-go basis. How this board — shown on our cover this month with Superintendent Edwards (far left) — has achieved this is a modern success story in school finance (pg. 42).

**A review of your JOURNAL for February (pg. 4)** ⟶

**WILLIAM C. BRUCE, Editor**

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## *Your* JOURNAL *for February*

Planning and building schools has become, especially in recent years, a highly complex task. The school board must reply upon a corps of architects, consulting engineers, etc. To meet its responsibility to the community, however, the board must still understand the recommendations of these specialists before it can intelligently approve or reject them.

The dilemma, therefore, is this: how deeply can the board go into the maze of technicalities involved in constructing the modern school plant? How deeply is it obligated to go to fulfill its duties? Dr. S. J. Knezevich of Iowa answers these questions with a positive, clearcut statement (pg. 28) about the relationships between the school board and the schoolbuilding program. It's a clarification that should be of considerable interest to you.

Also, to help the busy board member and administrator keep up with what's happening in school products, we have introduced in your February JOURNAL a new department: *School Products Guide*. This new column will present in capsule, quickly readable form each month basic trends in one area of school equipment and supplies. This month you'll find a summary of data on school floors and flooring maintenance (pg. 76) . . . plus a listing of reprints, literature, and other services currently available in these fields — all toward helping you with your school planning.

Some other highlights we believe you'll want to review include: a report to the board on an elementary school science program — its goals, methods, and future objectives — by superintendent Homfeld and board clerk Platt (pg. 39); Mr. Cunningham's discussion of rural school board problems (pg. 33); a common-sense approach to press relations by p-r expert Bill Baxter (pg. 35).

Don't forget the regular columns of your JOURNAL too, its schoolbuilding reviews, and an especially timely editorial on federal scholarships and the quality of education (pg. 56)!

## *for March . . .*

Your JOURNAL for March will highlight "tort liability and the schools" by Drs. Reutter of Columbia and Bolmeirer of Duke, an important review of the changing concepts of governmental immunity and torts.

*The Editor*

**SUBSCRIPTIONS.** In the United States, Possessions, and Canada, $4.00 a year, payable in advance. Two-year subscriptions will be accepted at $6.00. In all foreign countries, $4.50; two years at $7.00. Single copies, 50 cents.

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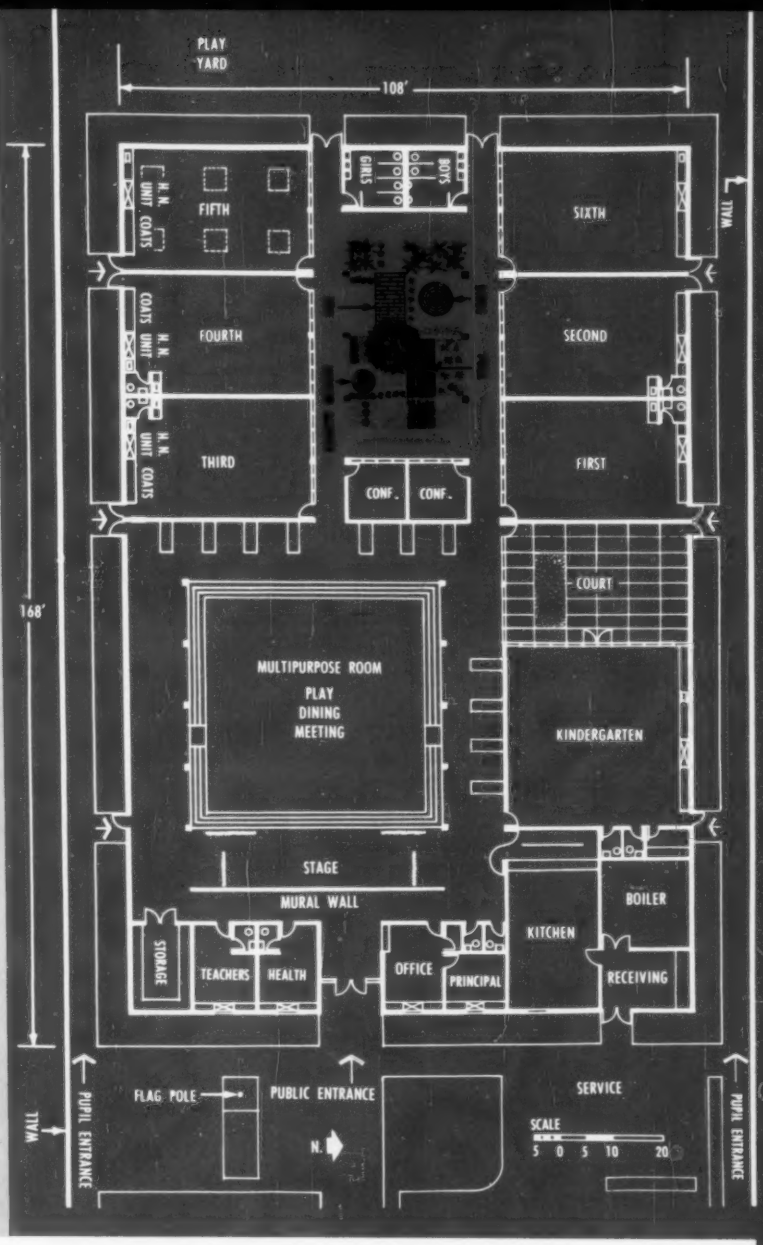
**EDITORIAL MATERIAL.** Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."




**Hellmuth, Obata & Kassabaum designs air conditioned school with the "inward" look**

Air conditioning solved the problem of an extremely restricted school site in the middle of a city block for Hellmuth, Obata and Kassabaum, St. Louis architects. In designing this proposed elementary school for kindergarten through sixth grade, they have made telling use of air conditioning as the key to the solution. By treating it as an integral part of the design, they have created a bright, charming educational world-within-a-world for a typical drab city neighborhood.

The entire site is enclosed in a solid masonry wall. The school turns inward and makes its own controlled environment of indoor-outdoor space. Except for the office rooms overlooking the open fore-court, the school has no windows onto the exterior. Instead, each grade classroom has a glass wall opening onto a roofed interior garden, which, like the rooms themselves, is liberally provided with skylights of heat-rejecting glass blocks.

The garden, in addition to giving the sense of space and nature within the building itself, is also designed to be used as an active teaching area, equipped with small animal cages, a fish pond and bird cages as well as plants and flowers. The kindergarten room opens onto its own private outdoor courtyard.

In addition to these features, the plan also includes such approved amenities as separate entrances for each classroom, a multi-purpose room with dropped center area and raised roof to increase flexibility of functions and efficient grouping of administrative and service areas. Structural system and materials were carefully developed to provide maximum efficiency of air conditioning.

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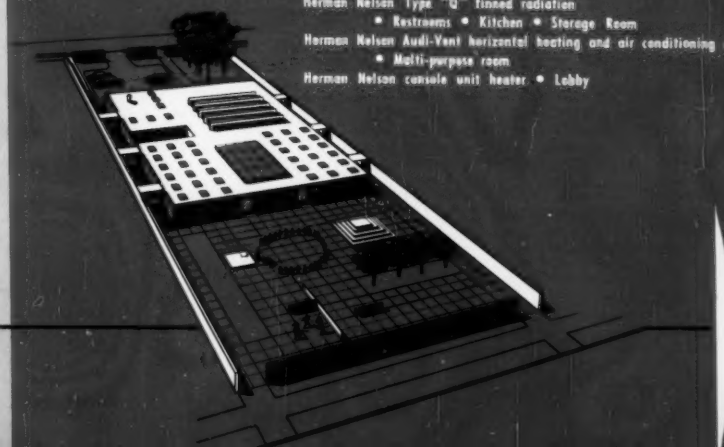

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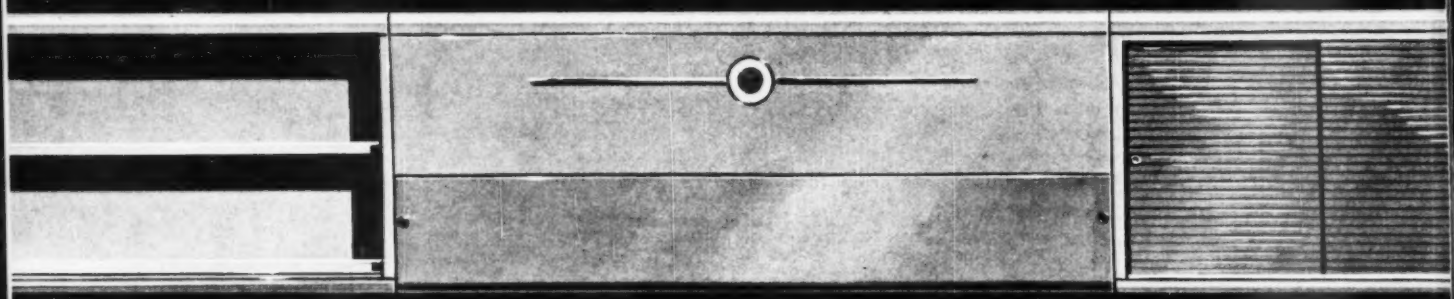

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This can be accomplished without disruption of classroom activities . . . without expensive alteration and installation charges. The cost is far less than for separate heating and air conditioning systems--both for installation and operation.

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# Surveying the School Scene

## SCIENCE PROGRAM PROPOSALS

President Eisenhower, in his "State of the Union" message to the second session of the 85th Congress, endorsed the administration's $1 billion, four-year emergency program to spur the training of more students and teachers in science and other fields of education.

The plan calls for federal outlays to spot top high school students and to provide scholarships for the more needy; to increase the number of teachers of science, mathematics, and languages; and to sharply boost the science education activities of the National Science Foundation.

★ In another direction, the legislative commission of the NEA has urged "a massive program of federal financial support for education at all levels." This continuing program includes "beginning federal contributions of not less than $25 per school age child (at a cost of 1 billion) . . . with a steady increase to at least $100 a child in five years (4.6 billion)."

This "infusion of federal funds for basic support of elementary and secondary education . . . should be appropriated to the states for distribution locally" for local school construction and "for supplementing teacher salaries without regard for subject matter taught."

The program also recommended a steep increase in federal scholarships, strengthening of state education agencies, adoption of the King-Jenkins bill (for "tax equity for teachers"), etc.

★ Roscoe L. West, spokesman for the American Council on Education, urged the enactment of a federal scholarship plan for 100,000 students annually — about ten times the size the size the Administration plans to recommend.

Under the program of the Education Council, the scholarships would go to brilliant students regardless of their field of study. The Administration's program would emphasize scientific ability.

## SCHOOL ENROLLMENT AT 41.2 MILLION

School enrollment in the United States reached 41.2 million in October, 1957, according to the Bureau of the Census.

The number enrolled at that date was 27 per cent higher than the number enrolled in October, 1952. It is estimated that about three fourths of the increase resulted from population growth, and that about one fourth resulted from the higher proportion of persons enrolled in school.

The number of children enrolled in kindergarten in October, 1957, was 1.8 million and in elementary school, 27.2 million. High school students numbered 9.0 million, and college and professional school students, 3.1 million. During the past five years, elementary school and kindergarten enrollment increased 5.7 million, high school enrollment went up 1.8 million, and college and professional school enrollment rose about 1.2 million.

## THEOBALD NEW YORK SUPERINTENDENT

Dr. John J. Theobald, New York Deputy Mayor and President-on-leave of Queens College, Flushing, N. Y., was the unanimous choice of the New York board of education to succeed the retiring Dr. William Jansen as superintendent of the largest school system in the world.

Dr. Theobald

President Charles H. Silver said the board chose Dr. Theobald almost nine months in advance of Dr. Jansen's retirement "in order to permit an extensive period of indoctrination and a smooth transfer of authority."

Dr. Theobald brings to this post a wide background in college teaching and administration with training and experience in public affairs.

## DALLAS INTEGRATION DELAYED

The New Orleans federal appeals court has ruled that Dallas need not integrate its public schools on January 27. Dallas was the next city scheduled under federal court orders to mix white and Negro students. The school board said that if the January 27 date had been confirmed, as many as 20 to 25 schools would have been affected. The school stystem has 106,848 students, of which 18,807 are Negro students.

## NATIONAL SCIENCE-STUDENT CENSUS

The first nationwide census of college juniors majoring in science and mathematics is now being conducted by the U. S. Office of Education. It was planned, according to Commissioner Derthick, to "give us a two-year lead in our knowledge of the potential supply of scientists. Such knowledge is urgently needed by educators and others in planning the nation's educational program."

## SCHOOL COSTS IN SUBURBAN NEW YORK

A group of suburban New York communities will spend an average of $522 per pupil for public education during the year 1957–58, which is $200 above the national average. One area will spend $815 per pupil.

The communities are members of the Metropolitan School Study Council, which is composed of school systems in 70 communities in New York, New Jersey, Connecticut, and 12 members in 4 other states.

The report states that the beginning salaries paid council teachers in 1957–58 will range from $3,500 to $4,600 for four years of education; $3,700 to $5,000 for five years; $4,100 to $6,700 for six years; and $4,400 to $7,350 for a doctor's degree. The average salary for teachers this year is $6,208.

## ACCELERATED CURRICULUM APPROVED

The Fort Lee, N. J., board of education adopted a new curriculum plan which will enable advanced pupils to complete high school at 15. The plan, according to superintendent Lewis Cole will begin in elementary school and will be geared to both the arts as well as the science pupil. Extensive testing and checks by a guidance service and the school psychologist will screen "advanced children" for completion of elementary school in

## NORTHERNERS DON'T UNDERSTAND

Writing as a Southern Moderate, Dr. Walker Percy, of Louisiana, calls attention in *The Commonweal*, to an aspect of school organization in the Southern States which is not understood in the North. He suggests that the impasse in the school integration problem is due to many aspects of Southern social life which are an essential part of the community life, especially in the smaller cities. He says:

"A public high school in the South is at least as social an institution as it is educational. The social body almost coincides with the student body. This is a particular manifestation of a more general phenomenon, the same social dimension includes as well the people upstairs, next door, the corner drugstore, and so on. The agreeable state of affairs in the South was made possible, of course, by the highly homogeneous character of the non-Negro population. Except for a few coastal areas and river ports it was and is white, Protestant, and Anglo-Saxon. The schools were never seen quite as public institutions, as the word is used in the rest of the country to mean a tax-supported service provided for any person at all. That is why so many Southern schools never had sororities and fraternities — the whole school was a white, Protestant, Anglo-Saxon fellowship. Nor is this said in criticism — on the contrary; the small town high school in the South is an extremely pleasant, humane, democratic institution.

"Perhaps a similar distinction might be drawn between the small-town and big-city schools of the North."

five years and high school in three. The pupils will not be required to go to summer school; their day in high school, however, will be extended by 50 minutes.

# SCHOOL POLICY AND ADMINISTRATION

## HOW TO DEVELOP A GIFTED PROGRAM

As part of its efforts to build upon the regular instructional program, the Charlottesville, Va., board recently approved a project for the education of gifted children.

Offering an insight into a "committee organization" approach to the development of an educational program for gifted and talented children is this district's use of these five key committees:

1. *Planning and Development.* Composed of all principals in the system, the committee will work under Dr. A. O. Hutton, director of instruction for the board, to develop policies as guides which each school's faculties may use to extend their efforts. The committee will conduct a continuing discussion of general problems in the project.

2. *Pupil Identification.* Developing initial procedures for identifying children who are superior in intellectual capacity, artistic talent, etc., will be the task of this committee. It will also work out forms upon which appropriate information can be collected and reported.

3. *Curriculum Enrichment.* This committee will provide certain up-to-date suggestions as possible starting points for enrichment projects by the classroom teachers. It will receive reports of actual enrichment projects conceived and carried out by teachers.

4. *Special Projects.* Certain long-range developments will involve broader use of community resources, and extraordinary administrative arrangements, which cannot be worked out by any single school alone. This committee will work toward the development of such provisions.

5. *Special Services.* To study such facilities and services incidental to the conduct of the program is the role of this group. These include: library services, school psychologist services; special emphases by guidance and counseling personnel.

According to superintendent Fendall R. Ellis, each school is expected to report to the planning and development committee its endeavors during the academic year 1957–58. This experience will lead to formation of expanded plans for the next year.

## EXPANDED SCHOOL HEALTH PROGRAMS

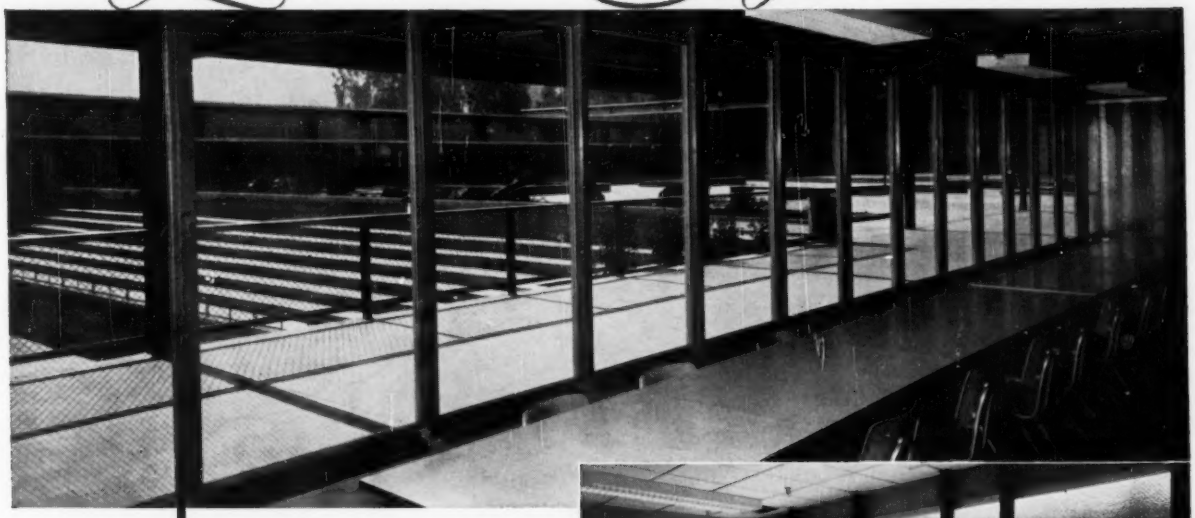
One of the more beneficial services assumed by the schools has been the health program. Recent reports indicate that this program is still expanding in many districts — in number and scope of services and in the number of children provided for. Among the reports:

● Palo Alto, Calif., Unified School District will operate this year, for the first time, its own medical and nursing services. Previously, the Santa Clara County health board handled the program. Now, a consultant physician, a supervisor of nurses, and seven nurses have been added to the school staff to organize programs for the physical examinations of students.

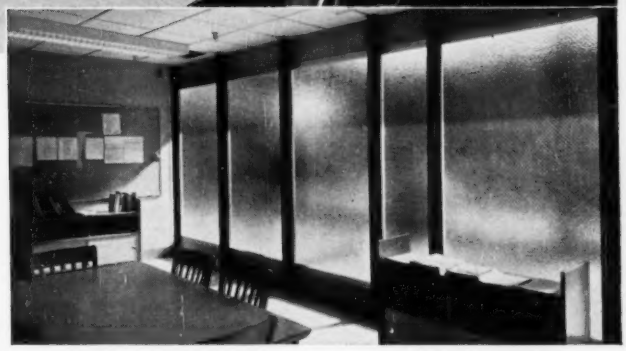
● Tuckerman, Ark., has employed a health co-ordinator who will: (1) supervise the general school health program; (2) provide liai-

(Continued on page 64)

# More *Daylight* and *Safety* with MISCO



Hillsdale High School, San Mateo, California,
District Superintendent, Thomas F. Reynolds
Architect: John Lyon Reid and Partners
Glass and Glazing: Cobbledick-Kibbe Glass Co.



## 20,000 square feet of MISCO WIRE GLASS installed in New California High School

Beautiful window walls of Misco perform double duty at the new Hillsdale High School, San Mateo, California . . . provide plenty of daylight to create an open, friendly, easy-to-work-in atmosphere while offering protection against breakage and serving as a fire retardant.

And Misco lends itself to many uses. Transparent Polished Misco, with it's attractive diamond-shaped, welded wire netting, is installed along the center court . . . permits unobstructed vision and lends welcome protection of wire glass to this heavily travelled area. This rugged glass, so modern in appearance, withstands the press of crowds, prevents chance falls or mishaps from endangering students . . . serves as an effective fire barrier.

Smooth Rough Misco (obscure) is used for partitions in this modern school . . . floods adjoining areas with softened, "borrowed" light, yet protects privacy. This pattern is also installed along ramps and in skylights, where it's superb daylighting features and innate strength are desirable characteristics.

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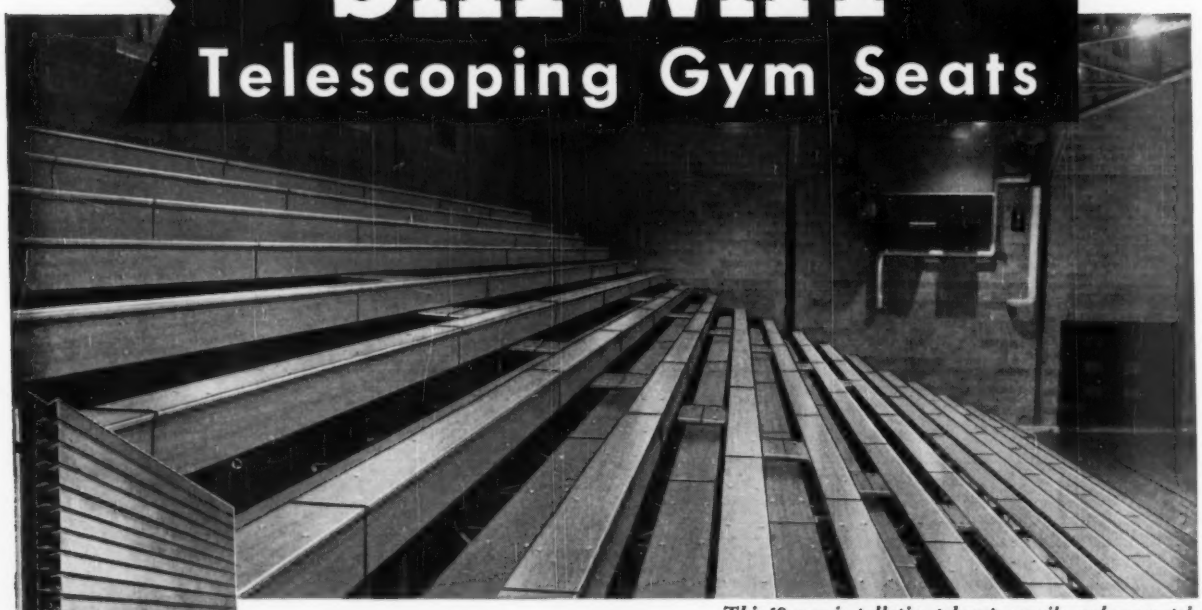
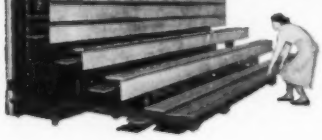


*This 18-row installation telescopes easily and accurately*



## ...assure quick, easy changes for every gym seating event

**YOUR GYM SEAT SET-UP** may be changed several times daily for varied gymnasium events. With frequent opening and closing, *easy operation* of seats is vital to keep your handling time and costs low.

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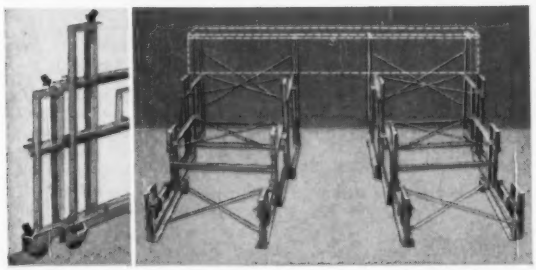

**FRICTION MINIMIZED BY ROLLERS; RIGIDITY INSURES STRAIGHT TRACKING**

(LEFT) Rollers eliminate metal-to-metal friction at contact points. Top arrows show horizontal rollers in channel under foot boards; bottom arrows show vertical rollers between wheel assemblies.

(RIGHT) Standard 16-ft. section, showing vertical and horizontal bracing. Rigid structure keeps rows always parallel to insure straight, in-line tracking as rows telescope in or out.

Advanced Safway engineering also gives you these important advantages:

**STRONG, SAFE CONSTRUCTION**—8 steel columns under every row; uniform load distribution through vertical and horizontal steel bracing; 3 automatic locking devices.

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**HANDSOME, FURNITURE-LIKE APPEARANCE** — Seat and foot boards have a rich, glossy Golden Oak finish.

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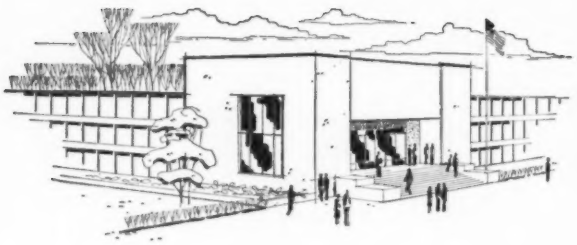

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—Effective teaching calls for proper matching of temperature with specific classroom activity. Exercise periods, for example, require lower temperatures than study periods. An individual pneumatic Honeywell Round in each classroom permits the teacher to adjust the temperature for optimum learning—at all times of the day regardless of instruction methods or the size of the group. The watch-like accuracy of the Honeywell Pneumatic Round Thermostat assures constant comfort and trouble-free performance.

*For further information on Honeywell Automatic Controls for schools, or the Honeywell maintenance program, call your local Honeywell office, or write Honeywell, Dept. AJ-2-27, Minneapolis 8, Minnesota.*

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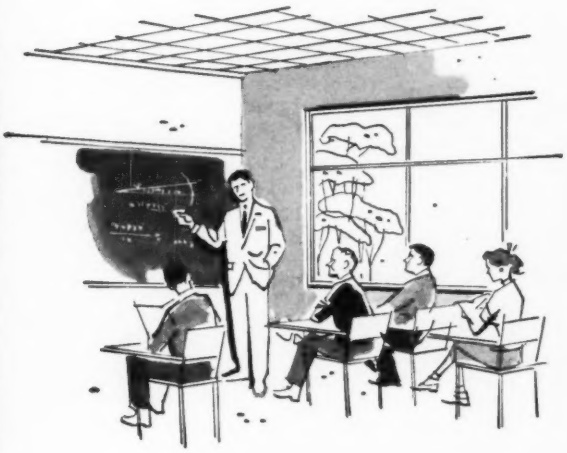

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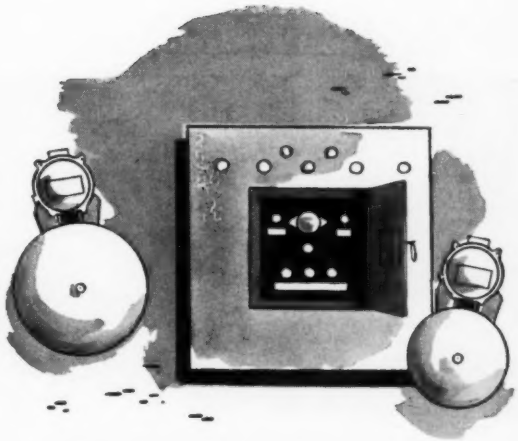
*Trademark



**For added safety and protection — New Honeywell Fire Alarm and Detection System**—Even with the most efficient fire-drill practices it takes many minutes to empty a school of students. The new Honeywell system—to be introduced nationally in April—answers the school's need for quick-acting, sensitive and dependable fire alarm and detection. Extremely flexible, the Honeywell system offers a great variety of equipment and combinations to meet the specific requirements of your school. It's backed by Honeywell quality—installed, checked out and serviced by Honeywell experts.

**Through the years,** Honeywell has worked with leading educators in an attempt to produce products *specifically* designed to meet *specific* school demands. Because of this long experience Honeywell can not only offer you products best fitted to your needs, but can back you up with engineering specialists trained in your kind of problems. Honeywell also offers the most comprehensive maintenance program in the industry—offering periodic inspections, emergency service and the replacement of worn equipment. Honeywell invites your inquiries.

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# N.S.B.A. REPORT

W. A. SHANNON Executive Director N.S.B.A.

### FORTY-EIGHT STATES AND TWO TERRITORIES NOW AFFILIATED WITH NSBA

When state and local school board members of Maryland gathered in Baltimore in December to organize the forty-eighth state school boards association, and subsequently voted unanimously to affiliate the new organization with the National School Boards Association, an important milestone in the history of the school board movement in America was reached.

For the first time in history, every state of the union has an active association of school board members dedicated to the improvement of board membership and service.

For the first time in history, all 48 state associations are affiliated with the NSBA for co-operative partnership at the national level. Including the affiliated associations of the territories of Hawaii and Alaska, the NSBA is now composed of 50 organizations of schoolboard members, joined for mutual assistance and service, and for the interchange of ideas and experience.

The action of the board members of Maryland followed by just two months that of the Maine School Boards Association in voting NSBA affiliation at its First Annual Convention held in Portland on October 4. Earlier in the year, the Association of Alaska School Boards had taken similar action.

Just ten years ago, in 1949, the National School Boards Association was composed of 32 state school boards associations, affiliated through a nominal dues payment of $25 per year. Five years ago, in 1954, the national organization consisted of 41 associations. Last year the NSBA had 46 state associations, plus that of the territory of Hawaii. With the addition in 1957 of Alaska, Maine, and Maryland, the number reached the present total of 50 affiliated associations of school board members, paying dues ranging from $100 to $2,818 per year, according to a formula based upon each state's total current expenditures for elementary and secondary schools.

That there is a major service to American public education to be rendered by school boards associations, which seek to improve the quality of board membership and which strive to improve board functioning by offering useful information and other services, is attested to by the constantly growing support being given to such organizations.

### Association Help for Boards

The nature and problems of modern public education in America have placed a special burden upon the lay citizens who serve on local school boards and bear the legal responsibility for directing our public schools. It has become increasingly clear that there is a great need not only to upgrade the quality of the citizens chosen to serve as school board members, but most importantly to improve and increase the level of fundamental information which board members possess about education and the schools.

If they are to make intelligent decisions in exercising their legal control over the increasingly complicated business of public education, board members must be among the most democratic, objective, and clear-thinking members of their communities, must recognize that clearly defined educational philosophy and goals are fundamental and essential to all decision making, and must possess broad understandings of the functions and operations of the public schools in American life.

In helping board members to meet these standards, obligations, and responsibilities, co-operatively functioning associations of school board members can perform a major service to public education.

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(Concluded on page 74)

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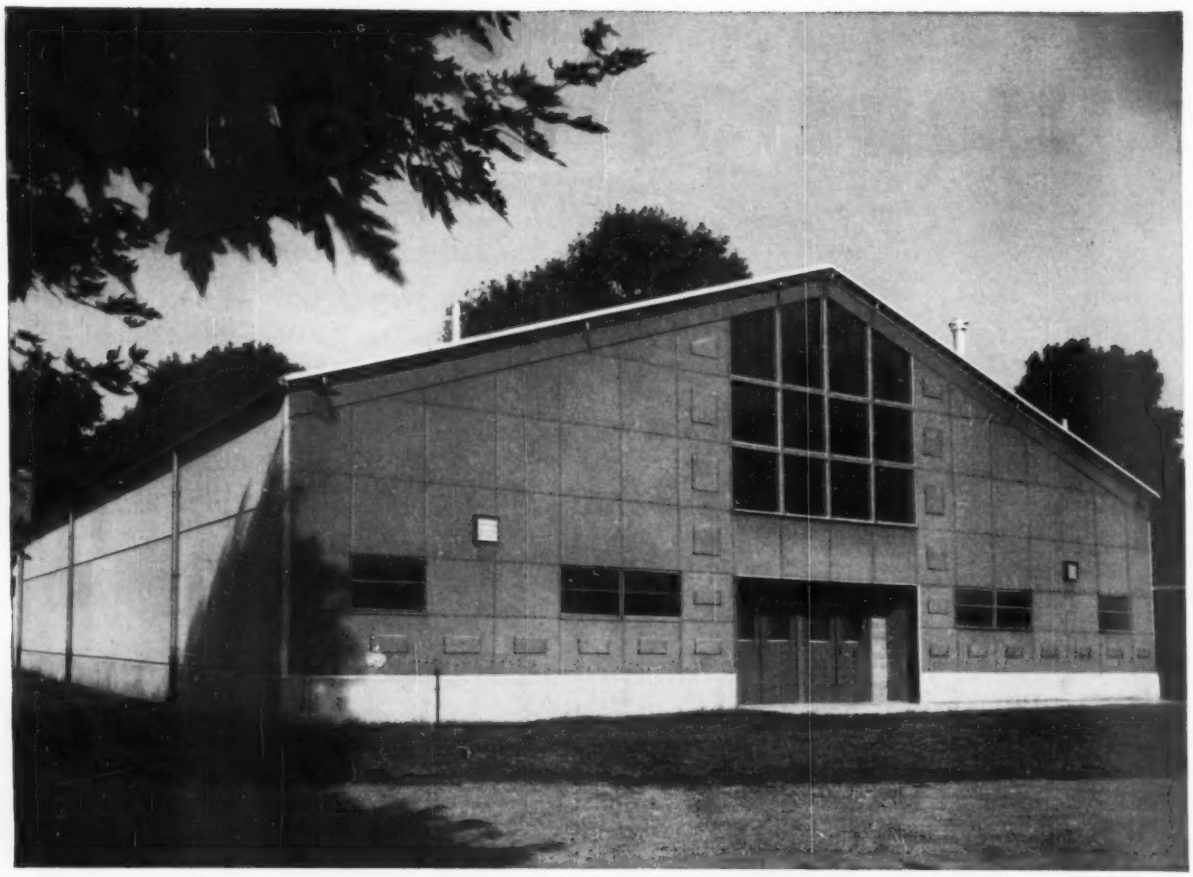

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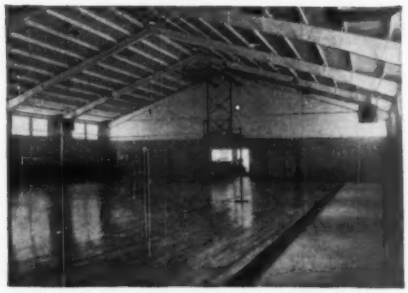

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# How you can REDUCE SCHOOL COSTS...

Instead of stinting on the heating and ventilating system in an effort to economize, many school boards have reduced the cost of their new school buildings by the installation of an advanced hot water system—and at the same time have increased their classroom thermal comfort.

**Q. *What is this heating and ventilating system that saves up to 20% of the construction, equipment and installation costs incurred by some other systems?***

A. It is the Nesbitt Series Hot Water Wind-o-line System. Every classroom has its own Syncretizer for heating, ventilating, and natural air cooling. Wind-o-line fin-tube radiation (in wall-hung enclosures or in storage cabinets) extends along the sill to protect against cold walls and window downdraft.

Q. ***How does this system save so much money?***

A. The copper tubing of the Wind-o-line radiation becomes the supply and return mains for the Syncretizers in a group of classrooms or an entire wing. This saves on pipes and covering and eliminates expensive pipe trenches, mains and runouts. Circulating less hot water, smaller pipes and pumps are needed. Piping within the units is factory-assembled; labor costs are reduced. Night temperature is maintained by gravity heating, saving controls.

Q. ***How does the system create a better thermal environment?***

A. By solving (in the only sure way, with Wind-o-line radiation) the cold wall and window downdraft problem, as well as providing (by means of the Syncretizer) the heating, ventilating and natural cooling called for in each classroom. This double protection assures healthful comfort—without physical distraction — for every pupil in the room—even those along the windows. It is "the thermal environment most conducive to learning"—a Nesbitt distinctive.

## These schools saved money

**Some of the recent low costs for heating and ventilating:**

**In Ohio** **$1.49 sq. ft.**

Bath High School, Lima, Ohio
Architect: Robert A. Heiser
Capacity: 550 pupils
Gross area: 37,942 sq. feet
Total contract: $372,635
Heating and ventilating: $56,700
Nesbitt Series Hot Water Wind-o-line System
970 feet of pipe trenches and 1,000 feet of pipe covering eliminated

**In Illinois** **$1.75 sq. ft.**

Rural Street Elementary School
Rockford, Illinois
Architect: Hubbard and Hyland
Engineer: E. R. Gritschke and Assoc.
Capacity: 700 pupils
Gross area: 47,250 sq. feet
Total contract: $545,713
Heating and ventilating: $82,826
Nesbitt Series Hot Water Wind-o-line System
1,000 feet of pipe trenches eliminated

**In Wisconsin** **$1.62 sq. ft.**

Mequiock Elementary School
Town of Scott, Wisconsin
Architect: John B. Somerville Associates, Inc.
Engineer: R. J. Cott
Capacity: 180 pupils
Gross area: 14,420 sq. feet
Total contract: $163,409
Heating and ventilating: $23,371
Nesbitt Series Hot Water Wind-o-line System
210 feet of pipe trenches, 120 feet of mains and piping, 60 feet of pipe covering, and night controls eliminated

■ ■ ■ The Nesbitt Series Wind-o-line System is an engineering development of John J. Nesbitt, Inc., pioneers in the field of classroom thermal comfort.

No other unit ventilator is equipped to perform as well nor so economically as the Nesbitt Syncretizer; and with Wind-o-line Radiation integrated, the Nesbitt System provides its protected learning environment on the coldest days, even in classrooms with large window walls.

The forced hot water arrangement here described makes it possible for every school to afford and enjoy the unequalled benefits of the Nesbitt System.

Schools in moderate climates where finned radiation is not essential may have the economies of the series piping arrangement through the Nesbitt Mainline System.

Send for the big book, *More learning per school dollar.*

**Nesbitt**

**THERMAL COMFORT ALL WAYS**

*more learning per school dollar*

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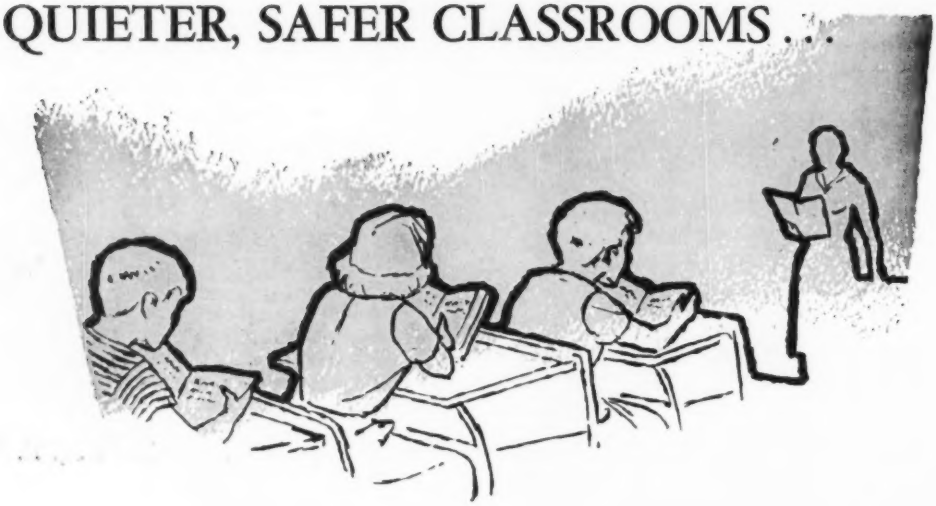
# QUIETER, SAFER CLASSROOMS . . .



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*Only GENUINE Lath and PLASTER gives you perfect acoustics plus these extras:*

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Out now . . . the safest, most impressive school bus chassis ever produced . . . a chassis that combines a complete roster of new safety advances with styling that's here to stay new for years . . . plus all the features that have made the name Dodge a byword for dependability.

*For instance,* independent headlight circuits give you increased protection against lighting failure. You get easier, safer steering . . . sharper turning, too, with Dodge gear-before-axle steering linkage. And the independent parking brake can be adjusted right from the driver's seat to provide maximum holding power.

*Only the Dodge* school bus chassis brings you so many outstanding new advantages in combination with a standard of safety that has always met or exceeded NEA codes. Better check your *Power Giant* dealer for full details. He'll give you some pleasant price news, too.

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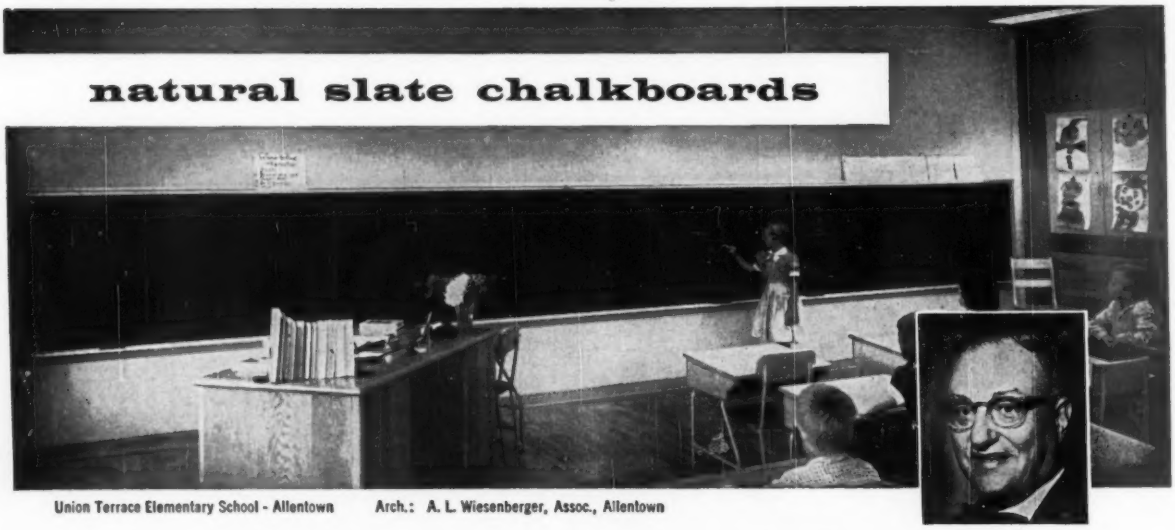
# natural slate chalkboards



Union Terrace Elementary School - Allentown  Arch.: A. L. Wiesenberger, Assoc., Allentown

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*. . . says Mr. Paul J. Fink, Assistant to the Superintendent of Schools*

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Arch.: Heyl-Bond-Miller, Allentown

Muhlenberg Elementary School Addition - Allentown
Arch.: Lange & Everett, Allentown

South Mountain Junior High School - Allentown
Arch.: Heyl-Bond-Miller, Allentown

Vocational Annex to Senior High School - Allentown
Arch.: George E. Yundt, Allentown

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**That's the feeling of Mr. Paul J. Fink of the Allentown School District. And the facts bear it out. Since 1950, this district has renovated or built additions to 7 elementary schools, built 2 new elementary schools and a junior high school, added a vocational annex to the senior high school, and construction is now under way for another new junior high school. In each case, natural slate chalkboards were specified.**

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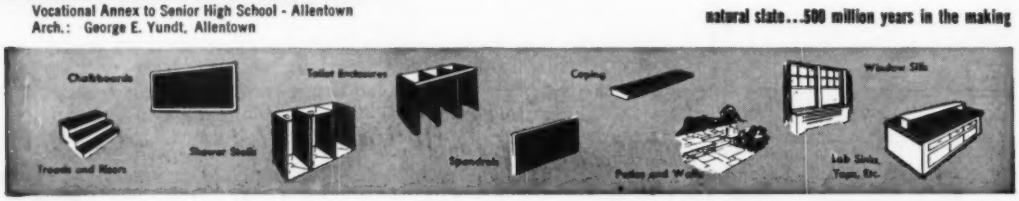


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School Board Journal
A Periodical of School Administration
FEBRUARY - - - - - - - - 1958

# A Co-operative Approach to Community Activities

**EARLE U. RUGG**
Former Chairman, Division of Education, Colorado State College, Greeley

Since 1945, three governmental units — the city of Greeley, Colo., the Colorado State College of Education, and the Greeley public school district — have jointly sponsored, financed, and administered the Greeley Community Activities program — a unique, co-operative program of recreation, culture, and adult education.

### The Greeley Idea

Between 1939 and 1944, the Colorado State College of Education participated in a nation-wide study of teacher education. From this survey the college learned that its teacher training program could be improved in the area of preparing teachers to understand local life and to assume their appropriate places in the communities in which they will live and teach.

To help overcome this deficiency, the faculty of the College voted in 1944 to require all prospective teachers to complete a course entitled, "Community Life and Problems." It embraced: (1) conventional class study of the authentic sociological research findings concerning local group life; and (2) laboratory experience in community participation in Greeley. Most of the following discussion and interpretation considers the second phase of this college course.

It is hoped that school board members and school superintendents will consider the adaptation of this Greeley pattern of managing community activities because: (1) it is important to capitalize in all American communities on this area of preparation for well-rounded teacher preparation; and (2) the Greeley pattern points to an efficient co-ordination of local units of government for the benefit of the community.

### The City of Greeley

Because of a tradition of co-operation and a spirit of innovation in Greeley, the city's three governmental units were disposed toward collective efforts. From 1870 — the date of the founding of the city — churches, schools, a town hall, a library, and a community park and recreational-social center were planned early as examples of effective local group life.

For over 85 years, Greeley has provided a rich educational, cultural, and recreational program for its children and adults. Each of the three Greeley governmental units, during these years, had done much individually to further this program. Since 1945, however, these units co-ordinated their efforts into one co-operative agency for a broad program of community activities.

An idea of this background to the Greeley experiment will help the reader

**The Greeley Community Activities Program: three, local governmental units jointly sponsor a model program of recreation, culture, and adult education.**

to understand why Greeley's unified approach to community activities in Greeley has been so successful in providing more and more effective activities to serve its citizens.

### Campus Class Study of the Community

Theoretical study of the community by teacher trainees in the classroom gives the students an opportunity to study formative influences of local group life. They are guided in the interpretation of scientific research about the local community.

Prospective teachers need to understand the various types of community life, past and present, rural and urban, and the newer trends of regional group life. They must learn to interpret the structure of the community. They must gain special competence in the relationships of the school to other basic institutions such as home and neighborhood life, the church, economic life, and government.

Teachers need to obtain knowledge and skill in how to investigate their local surroundings. They also should be taught how to join a community and how to participate in community affairs.

Perhaps most of all, they should be made aware of their appropriate roles in the community as trained educational leaders and as good citizens. They require guidance in their relationships with pupils, administrators, other educational personnel, parents, and other citizens.

The obvious situations wherein our college students could obtain firsthand guidance in actual observation and participation were to be found in the City of Greeley. At the same time as the faculty authorized the above-mentioned college course in "Community Life and Problems," the college administration asked and received co-operation of both the local city government and the local public school system in providing apprenticeship opportunities for these college students. Laboratory activity in community activities in Greeley became an indispensable supplement to the campus study of local community life.

### Administration of the Program

The three government sponsors delegate authority for the administration of the recreation, cultural, and adult education activities in Greeley to the Community Activities Commission.

1. *The Commission.* This policy-making board, which has authority for promoting the program is composed of 22 members. Each of the three governmental units appoints three members. There are ten youths selected to act for the students of the Greeley college and high schools. Three members-at-large are selected to broaden further the citizen representation. To co-ordinate it with the public school's program, the Greeley superintendent of schools is the chairman of the commission.

*The Adult Advisory Committee.* To give greater representation to the scores of local clubs and agencies with civic objectives, the constitution provides for an advisory committee. The committee meets twice a year to: (1) distribute and interpret the annual report to the Commission; and (2) obtain comments on needs for the coming fiscal year.

*The Youth Council.* Ten youth, elected by the students in Greeley's three junior and two senior high schools, are regular members of the Commission and contribute ideas about their interests and their needs to its policy-making functions. In the operation of a Youth Center as one important public facility, the commission delegates specific policy-making concerning the Center to these ten youthful citizens.

*An Executive Committee.* In the interim between monthly meetings of the Commission, the constitution delegates authority for emergency policy decisions to an executive committee. The city manager of Greeley is the city representative; the superintendent acts for the College. The director of the program is an *ex-officio* member.

*The Administrative Staff* now comprises a full-time director, a full-time assistant director, and a full-time secretary-clerk. There are three half-time graduate fellows and other paid student assistants.

### Place of Student Apprentices

The origin of the college concern for collective effort in a local activities program was to provide laboratory situations where prospective teachers might obtain apprenticeship opportunities in community life. Since the start of the program in 1945, each college student, enrolled in a "Community Life and Program" class, has been required to select one of 35 community activities.

He devotes two hours per week to guided participation. Students are also encouraged to visit public activities such as the city council meetings and the local police court (unrequested, of course). They are also given training in making simple community surveys.

**The Greeley commission operates two playgrounds during the summer months.**

## The Greeley Idea: A Case History in City Unity—

**The unified administration of community activities in Greeley offers many advantages: (1) an expanded program for a greater number of participants because of combined budgets and staffs . . . (2) an increased support of community activities by local organizations and clubs with civic objectives . . . (3) growing confidence by the citizens in the government and an increased effort on their part to make their community a much better place to live.**

Last year over 1200 college students had such apprenticeship experiences in Greeley.

### Cost and Facilities for the Program

The program of the Greeley Community Activities Commission in 1945–46 had a modest budget of $6,100. For the year 1956–57, the three units each appropriated about $7,500. The total budget of $42,700 included tax support as well as fees, concessions, donations from clubs and other organizations, and miscellaneous receipts.

The three local units also finance the maintenance costs for heat, light, and janitorial services.

With the expansion of the activities has come the greatly extended use of public buildings and public facilities. Moreover, the co-ordination of the program under joint sponsorship in Greeley makes for economical and effective use of public buildings, parks, playgrounds, gymnasia, and other tax-supported property.

A by-product of this co-operation program is that, increasingly, Greeley leaders of the three local units are disposed to turn over the management of new public property to the Commission. As a fine example, in 1949 an old, abandoned public school building, comprising 17 rooms and a large assembly hall, was acquired and renovated by the city. Half of the building was then equipped as the Greeley Youth Center.

Still another type of co-ordination, one unrelated to public administration of these activities, is found in the development of local councils for health and social welfare. About ten years ago this co-ordination was achieved by over 80 of these agencies, both public and private. Recently in informal ways, they are turning to the Community Activities Commission for certain assistance and guidance.

The Commission publishes an annual report that is circulated to all members of the sponsoring public boards and to the leaders of several hundred civic organizations, agencies, and clubs. A mimeographed monthly news bulletin is also distributed. The local daily press reflects the activities in progress with generous coverage.

### Evaluating the Program

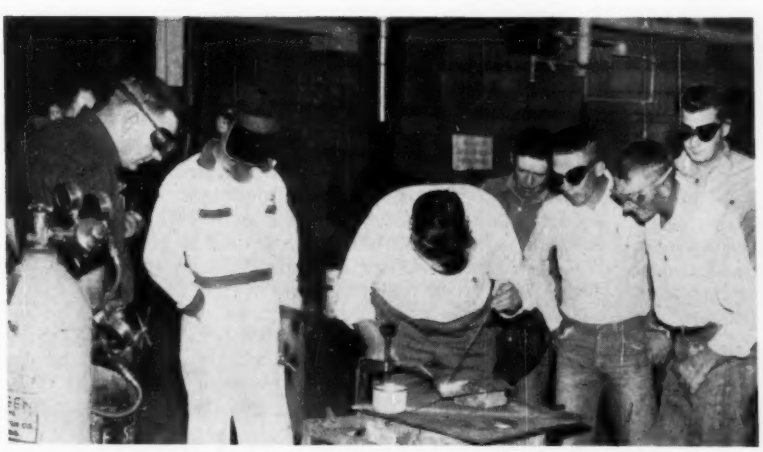
Quantitative evaluation of the program has been inferred in mention of the expanding activities, expenditures, and growing use of public facilities. Hundreds, even thousands, of youths and adults are annually involved as participants in the program. The summer program now enrolls about 3000. About 500 persons were in adult education classes and activities in the spring semester of 1956. Several hundred children and adults take part in recreational activities each quarter. Over 2000 high school youth are eligible for membership cards in the Youth Center.

It is more difficult to judge the qualitative worth of the program. But the increased disposition of city leaders in the three agencies of local government to turn over to the Commission the administration of this vastly extended and enriched program of community activities reflects a growing public confidence and trust in the competence of the Commission and its staff.

In the writer's judgment, the primary worth of the Greeley program has been the steady growth of the co-ordinated effort of the increasing support of local organizations and clubs with civic objectives. To the writer's knowledge, no community has combined under the sponsorship of "official" government of city, school, and college all of these programs into one co-ordinated whole as has been achieved in Greeley.

Greeley has also demonstrated the democratic process at the "grass-roots" level of local affairs. The program of broad community activities is publicly sponsored, administered, and largely financed by the Greeley units of government.

This description and interpretation of the Greeley program is a case history of successful community co-operation. It has outlined one way by which official leadership in local city or town government can work effectively with similar leaders in public school government. Where there is a college in the community, it, too, should be involved; communities without relevant college personnel within their boundaries can obtain such personnel in nearby institutions of higher learning.



The adult education division of the commission conducts a wide variety of courses in four areas: recreation and hobbies, special interests, vocational, and special services.

# The School Board and School Building

**S. J. KNEZEVICH**

Associate Professor of Education,
State University of Iowa, Iowa City

Providing adequate facilities for public education has been the responsibility of school boards since the first heated room in a pioneer cabin was rented for school purposes during colonial times. Today, the crowded school remains a symbol of one of the battles boards must fight to reach the goals of public education in an American democracy. Overcrowding is evident in spite of the unprecedented volume of completed construction since the end of World War II. This is a statement of fact and not overemphasis on the materialistic aspects of education. Sooner or later ideals and objectives in education must be translated into money and facilities needed for their attainment. Adequate school buildings are means which make it easier to reach sought-after goals; inadequate and overcrowded school buildings make it more difficult, if not impossible, to realize educational ideals. Although providing the facilities necessary for instructional purposes is not the only concern of school boards, it remains a most important one.

### History of Board-Plant Problems

School boards were confronted with schoolhousing problems long before there were superintendents, business managers, architects who specialized in school plants, educational consultants, and formally organized lay advisory committees. Some of the presently employed "temporary solutions" to crowded conditions in educational institutions are little more than a rediscovery of old practices. To illustrate, the school board of Cleveland used the basement of a church for classroom purposes for some time after the organization of its first high school in 1846. Many boards since then have searched for an empty church basement near a crowded public school building.

The ever increasing complexity of modern school plants gave birth and impetus to the man with special talents in schoolhouse planning, design, and construction. There is ample evidence to indicate that as late as the 1920's the school building situation in most cities as well as in rural areas was not good. Boards did their best, but more was necessary.

The professionally prepared school administrator, the architect with special study and experience in schoolhouse design and construction, the school plant consultant, and the talent-laden school building committees came into being as resources to help boards more effectively discharge their responsibilities in this area. After all, millions of dollars are involved when recommendations about school buildings are adopted by the board of education. What a school board approves today will affect the people of the school district until well after the year 2000. School buildings are relatively long-lasting structures and mistakes in the design, structure, or capacity have a habit of haunting those responsible and their heirs for a long time.

A large array of special talents should be mustered before attacking school plant problems. The role of the specialist such as the educational consultant in planning, designing, and constructing buildings has been the subject of considerable discussion in recent professional conferences and writings. Some rather extensive descriptions of the functions of lay advisory committees in the school building process have been published as well. This is good. The reporting of new developments on the availability and utilization of a variety of resources which can be tapped while striving toward better instructional facilities is a necessary and worthwhile professional activity.

### Board Controls and School Planning

But what happens to formal and informal controls by boards of education during a time of feverish school plant construction and during a time of significant changes in planning and attacking school plant problems has not been clarified to the degree necessary. School board members want to do the right thing. Their unsureness of what is their role in the maze of technicians, consultants, and lay advisory groups should surprise no one.

It is the purpose of this article to inquire how deeply school board members can and should go in schoolhouse planning, design, and construction without usurping the functions of the important and necessary talents involved. In other words, what happens to the responsibility of boards of education to provide adequate instructional facilities in the face of greater involvement of specialists, consultants, and lay advisory groups in the building process which appears to be increasing in complexity as well?

## I. THE VITAL ROLE OF THE BOARD

The prevailing practice in public education is operation of the school board as a unit with technical and professional assistance coming from the chief executive officer and his staff. Operating as a unit rather than through standing committees in no way decreases the important role of boards in school building programs. There is a change in the manner of discharging a responsibility rather than in the nature of it. The board is authorized by statutes to approve all matters concerning school buildings. The key to effective control is found in authority to adopt policies and practices rather than in their performance by individual board member activity. As long as boards control what policies shall be put into effect, they will continue to control school plant planning, designing, and construction. He who maintains control is destined to play a vital role.

Their exercise of judgment and discretion on building matters cannot be delegated to other persons even if the board would desire to do so. A revision of our legal structure rather than mere involvement of lay advisory groups or

professional consultants in building programs is necessary to alter the authority and responsibility of school boards. Such persons or groups as do contribute to various phases of the building process must be classed as advisers or administrative personnel unless the law clearly stipulates to the contrary. School law decrees that boards of education must have a vital role in providing adequate instructional facilities. It is imperative that they deliberate together, for no board member has legal authority to commit the district through actions consummated away and apart from regularly constituted board meetings.

### The Domain of Appraisal

A further review of certain fundamental principles of administration is necessary as background for the specific illustrations to follow. It is a widely accepted principle in educational administration that the board should legislate and the superintendent execute. Stated another way, it is the function of a board of education to see that the schools are run properly by those empowered to do so by the board, rather than to take upon themselves the difficult task of actually running the schools. After the policies approved and adopted by the board have been carried to fruition by the administrative officials, there remains the task of determining how well the policies are working and how well they have been executed. This is the appraisal phase. Appraisal is rightly the domain of the legal representatives of the people; the board of education. Reporting to the people is the next step for the board.

Legislation, execution, appraisal, and reporting are not air-tight compartments. Legislation may encourage certain types of executive activity and discourage others. Very often the chief executive officer will be asked his view of the legality, educational merit, or workability of proposed policies and this will influence the board's actions. Appraisal is often based primarily on the information supplied by the superintendent. It is better to speak of major responsibilities in educational administration rather than of exclusive domains. Now to some specific applications of these general principles.

The board determines whether there shall or shall not be a special study of school plant problems in the district. The methods to be employed, the scope of the study, and who is to assume responsibility for the direction of a school plant study remains the prerogative of the board of education. A study is as good as the qualifications of the people involved. Board members lack the professional preparation and, equally important, the time to participate directly in a school survey. The school board must designate, therefore, qualified persons to supply and analyze information necessary before embarking on a building program.

Appraisal of the usefulness of the survey report is something boards cannot and should not dodge. It has the right to accept, reject, or modify any of the consultants' recommendations. Even more important, it has the *duty* to do its own thinking and to use evidence revealed in a report or obtained through its intimate knowledge of the community. The "rubber-stamp" type of school board is the opposite extreme of the equally undesirable "do-it-yourself" type of board which trusts no one. The advice of the variety of resource people with special talents in school plant planning, design, and construction is desirable. But the board is not compelled to accept this advice uncritically. On the other hand, it is folly of the worst sort for a board member to say, "Shall we first read the school plant survey report or throw it into the wastebasket right now?"

### The Architect as an Adviser

The architect is a technical adviser to the board of education. The precise nature of his services varies according to the contract agreed upon. The tremendous task of designing a structure which is educationally useful, aesthetically pleasing, and structurally sound is a challenge to the professional qualifications of any architect. He is the connecting link between those who are to eventually use the building and those who are actually constructing it. He must be an artist and an engineer while at the same time remain cognizant of the nature of the educational process. No board member nor any board committee can satisfactorily substitute for the school plant architect or engineer or contractor.

The point of most effective control over the kind of building which is eventually designed and built is the employment of the architect. Time spent by the board in reviewing the previous training and experience, past relationships with other boards and contractors, past record of willingness to co-operate, ability to devote time to the job, the size and competence of the design staff, the quality of engineering and supervisory services of the architectural firms under consideration will save hours of frustration later. The board that knows the type of architectural services wanted by its community and has confidence in the firm selected is less likely to infringe upon the architect's province.

### Healthy Skepticism Needed

There are many solutions to the problem of translating educational specifications into an aesthetically pleasing, well-engineered, and structurally sound building. The purpose behind preliminary drawings or sketches is to determine which solution is most acceptable to the board. A healthy skepticism on the part of the board at this stage should be encouraged by the architect rather than interpreted as interference. Preliminary plans, like the school survey, should be the beginning of thinking by the school board on the particular aspect of school building under consideration rather than the end of thinking. Those who work in various capacities as advisers to boards must comprehend the great responsibility the community has placed upon school boards. Appraisal is at least one step removed from adoption.

There are many different types of material which can be employed in construction, some being less controversial than others. The board not only has the right, but is morally obligated to seek from its technical advisers, evidence or explanation for the use of more or less controversial building design and materials. Questioning in the spirit of desiring complete information, upon which the prudent exercise of discretion is based, can and does help the board meet its

**In our era of complex and technical school building, how deeply should, and can, school boards go into the details of school planning and construction to satisfy their moral and legal responsibilities to the community . . .**

responsibility to its electors and build the school they want.

To illustrate, modern materials and modern construction techniques have given present-day designers greater freedom and opportunities to bring forth fresh artistic creations. As legal representatives of the citizens and their community, school boards are obligated to analyze general design, materials to be used, and construction techniques. Educational and engineering consultants may flee after the project is completed and choose not to publicize their errors, but board members are forced to live with these mistakes.

Again by way of illustration, glass can be employed in strikingly beautiful designs. A board has a right to know whether extensive use of glass in a north wall is likely to result in a drain on a heating system in a cold climate to the point where the rooms are difficult and costly to heat. If the employed architect cannot supply a definite answer, the board is morally obligated to seek the kinds of additional engineering services that will. And this is not board interference in the domain of architecture.

(This illustration should not be interpreted as a prejudice against glass; there are boards who have recognized that glass on a north wall does mean more attention to the design of the heating plant and possibly higher fuel bills, but these were outweighed by better natural lighting and a more striking building design.)

### Advice for Enlightenment

The board can seek as much advice from as many different advisers as it desires. A board trespasses in an area beyond its capacities when it begins to draw plans of room arrangements or pretends to be an organization of heating or structural engineers. There is a difference between the "do-it-yourself" type of board and one which seeks further enlightenment and recommendations on technical matters from qualified people and proceeds to exercise its judgment and discretion on the basis of all considered opinion offered. The decision rests with the board; the activity necessary to execute the decision should rest with those professionally qualified to execute it. A board can reject any number of plans or solutions until it finds the one it feels is the right one, the one most acceptable to its community.

This can go to extremes, particularly if the invitation of more consultants is based on the "checking-up" concept. The board that questions the ability of the architectural firm with adequate engineering services to give sound engineering advice might seek the opinion of other engineering consultants as a check on those obtained. It can go further to have a check on those who checked and so on *ad nauseam*. The best solution is prevention. There must be certainty that the firm employed has qualified engineering staffs or can obtain qualified engineering services. The key is employment of individuals or firms in whom the board has confidence. Without confidence in those employed, the "check and double check" routine can be carried to absurdity.

There are times when one kind of material is as good as another, when one structural system is as sound as another, or when one heating system is equal in all ways to another. Furthermore, untried solutions may be appealing in a variety of ways. Development in the complex construction field is such that boards may find it necessary at times to "stick out their necks." This is the stuff of progress — and desirable when the taxpayers of the board's community are inclined toward experimentation. Like the turtle, man makes progress at the expense of "sticking out his neck."

It is imperative that the board know it may be going out on a limb when accepting a particular solution. This article is in no way a plea for conservative building design. The spirit of adventure must be encouraged, for without it we shall never have the pleasure of new discoveries.

### Further Concern

So much for the right of the board to seek all available information prior to acceptance of preliminary plans. The board's concern does not end there. The advertising for bids and the letting of contracts based on final drawings and specifications is full of legal pitfalls. Here again the board might find it desirable to obtain the opinion of a legal expert as well as that of the superintendent and architect before acting. Then comes the supervision of construction. The board is spending public money and is obligated, therefore, to assure prudential use of such funds. A competent architect and a performance bond required of contractors are measures of protection. In addition, boards may seek the services of its own on-the-job supervisor of construction who shall represent the interests of the school board alone and not those of the architect or the contractor. It is imperative that the clerk-of-the-works should be qualified for such responsibility and not just a board member so appointed by others but without special knowledge of construction. The quality of such additional service is related to the qualifications of the special administrator or consultant.

And finally there is the acceptance of the completed construction. This is the over-all appraisal which the board cannot shirk and still live up to the expectations of the people who placed them in positions of responsibility. The final appraisal would be simplified if appraisal were employed at previous levels such as the acceptance of the survey, the educational specifications, the architectural services available, preliminary plans and specifications, and reports of on-the-job supervision of construction. There would be fewer agonizing attempts at adjustments from various builders and material suppliers as a result.

In summary, the very structure of public education in America insures that school boards shall play a vital role in school plant planning, designing, and construction. Boards are obligated to appraise the various phases of the school building programs. Seeking more advice from a variety of resources in an effort to secure the information necessary for the prudent exercise of judgment and discretion is a justifiable and desirable school board activity.

On the other hand, action of boards directly contrary to the recommendations of those whose special study and experience qualify them as experts cannot be condoned. If a choice must be made, the "do-it-yourself" type of board can create more harm and confusion in school building programs than the "rubber-stamp" type. Either of these two extremes should be avoided. Endless checking can be prevented by careful selection of individuals or firms in whom the board has confidence. The concern of school boards to provide adequate school plant facilities has a long history and continues to be an important responsibility today. The wise use of resource people to supply the information and the know how in school plant planning, design, and construction is the way the board can most effectively discharge its responsibility of providing desirable school buildings.

## II. THE PASSING OF THE SCHOOL BOARD BUILDING COMMITTEE

The second section of this article is devoted to analyzing the trends in organization of boards to meet the responsibilities described previously.

School board building committees are going the way of all standing committees. It is of historical interest that there were standing committees of school boards before there were suprintendents. While they vary in number and functions, it can be said that the duties of all types of standing committees are largely administrative and advisory. There were probably many arguments to support the formation of board building committees and other standing committees before there were superintendents or during the time when city school boards were very large having memberships of 100 or more. While the vestigial remains of committee organization persists in some districts, the superintendency is recog-

**When considering preliminary plans and sketches, a healthy skepticism on the part of boards is desirable. "Those who work in various capacities as advisers to boards must comprehend the great responsibility the community has placed upon school boards."**

— Courtesy Missoula, Mont., schools

nized as the best solution to the administrative and advisory problems which beset boards of education. This is true whether the problem is concerned with school buildings or school personnel or any other area.

Board building committees should not be confused with special school plant study committees of lay people and/or professional staff members. A board building committee gives voting status to board members only. In theory it is an advisory group to the board as a whole, but the "advisers" are also voting members of the board as a whole. All other types of building committees have people who are advisers without legal authority at the board-as-a-whole meeting. By definition, if people other than school board members have status as voting committee members rather than advisers to the committee, it is not a board building committee. The more accurate term would be school building committee rather than board building committee. In some districts the school building committee consists of the superintendent, the business manager, and lay people as well as one or more board members. In a strict sense such a committee cannot be called a true board building committee and should be considered as a special "hybrid." Where they exist, building committees consisting of school board members only are more often standing committees than otherwise.

Previous studies indicated that the committee organization of school boards was more likely to be found in larger city school districts than in rural and county school districts. During November, 1957, the writer investigated the status of school board building committees in 55 of the large city school systems in the various parts of the United States. Responses were obtained from 82 per cent of the cities. These cities were located in 30 different states. No claim is made that the cities selected were a random sample. More than 70 per cent of the cities that responded to the inquiry indicated that there were no school board building committees in the district. This is not surprising for other investigations show that most school boards have no standing committees of any kind.

In districts where there were no school board building committees many superintendents or their staff members offered additional emphatic statements such as:

"We feel there is no need for such a committee . . ."

Superintendents in the minority of city school districts which maintained school board building committees were equally emphatic and submitted such comments as:

"In my opinion there is, however, a need for such a committee (although I am opposed in general to the use of standing Board committees) because of the many details involved in the building program which have policy implications."

"We feel that our committee has been an asset to us, both in planning and in maintaining community confidence."

"Because of the size of our Board (12) and the need for innumerable meetings at the present time, the work of the committee has been more than justified."

Perhaps the continuance of a system of operation which is not generally approved is found in the fact that "it works" for this minority of city systems. The inference can be made from this group of superintendents that board building committees do not restrict in any way the functioning of administrative staff members or outside consultants and that cordial relations are the rule.

While no perfect relationship exists, it can be said that boards with larger memberships are more likely to have building committees than those with smaller memberships. There is little relationship between the population of a city and the use of committee organization. Very large cities such as Boston, Chicago, Detroit, and St. Louis have no board building committee, but other very large cities such as Baltimore, New York, Philadelphia, and Pittsburgh do. In the systems that have board building committees, the number on the committee is more often a majority rather than a minority of the total board membership. The number on the committee varies from 4 to 7 people.

The board building committee makes recommendations to the board as a whole which finally decides the course of action to be taken. Most authorities are of the opinion that all too often the report of a standing committee is given uncritical acceptance by the board as a whole. In effect, the final action by the entire board would be only a formality with the real control resting with the several "sub-school boards." What little evidence on this there was disclosed in the writer's study seemed to support this contention. It was reported by some superintendents that the standing committee on buildings "saved" the entire board a "lot of work." and it was very influential with its recommendations usually accepted by the board.

What functions do board building committees perform in the minority of systems where they are found? The following are excerpts from statements of professional school administrators in the large city systems studied:

". . . devotes its time exclusively to building problems, i.e., purchase of sites, selection of architects, approval of plans for new buildings, etc."

". . . has the responsibility to work with the superintendent and other appropriate members of the staff in reviewing factual studies concerning the building program, consulting when neces-

**"The wise use of resource people to supply information . . . in school plant planning, is the way the board can most effectively discharge its responsibility . . ."**

sary with architects . . . , and making recommendations to the board on questions which require more detailed study than could well be undertaken by the entire board in a board meeting."

". . . we of the staff use the board committee as a sounding board and a 'try out group' as we shape our staff recommendations to be presented to the entire board. One of the most useful roles of the committee is to raise with the staff the kinds of questions on which the rest of the board is likely to desire answers."

"This committee is responsible for the preparation of a long-range building program and for the establishment of priorities . . . for recommendations on such details as school site, classroom standard, and general architectural features."

"The Committee studies survey results of building needs, interviews architects, looks over sites, studies educational specifications for buildings, and discusses with architects preliminary and final plans."

"Our committee is a study and research group for our building program. . . ."

". . . this is where staff members can discuss problems of school sites, buildings, and building plans and get lay reaction before matters are presented to the board for final action. The board is saved a good deal of discussion time as a result. . . . The committee meets once a month, and sometimes more often if needed. . . ."

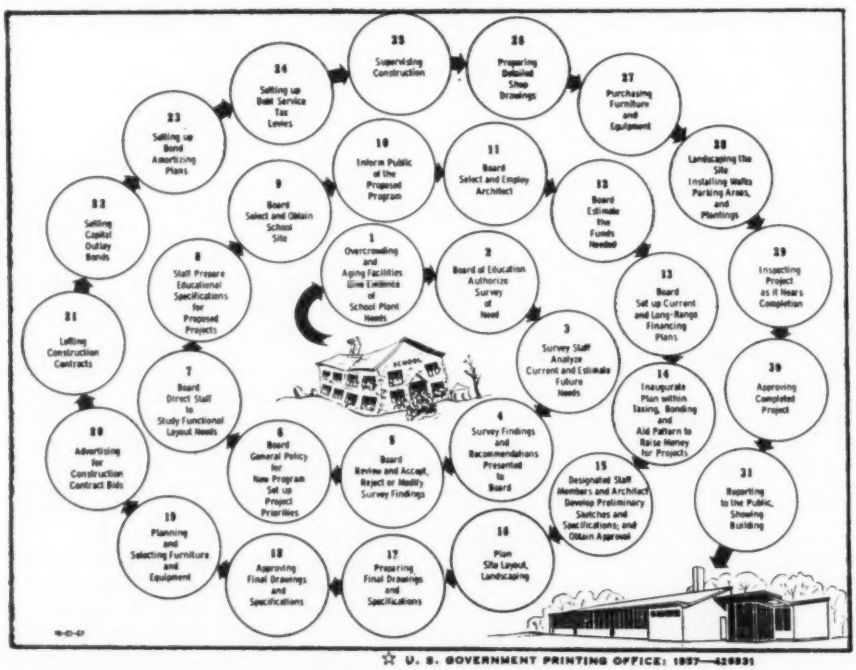
During a time of considerable school plant construction and with the development of professional resource people, however, it is difficult to conceive of a board building committee as being a necessary and valuable agent. Theoretically all board members should be responsible for all aspects of the building program and none should be kept uninformed under the excuse of saving time through eliminating certain discussions.

The complex problems of the selection of sites, the employment of architects, the approval of building plans, the final determination of the disposition of construction contracts, and the ultimate acceptance of the completed school building seem to require the deliberation and action by the board as a whole. Technical problems, such as a comprehensive analysis of school plant facilities upon which long-range building programs are to be based, should be referred to the administrative staff (who may in turn call upon professional consultants from without the system) rather than the board building committee.

The full utilization of the professional staff working with other resource people seems to make unnecessary the fragmentation of school boards into committees concerned with the technical aspects of many school plant problems.

Since World War II there has been a distinct trend toward involving more rather than fewer people in school plant planning. The task of marshaling resource people within and without the school system who are to serve as advisers to the entire board should be the delegated responsibility of the chief executive officer of the school board and not a special committee. The healthy and desirable practice of involving teachers and lay groups working with their special consultants can be directed best by the executive officer of the board.

It could well be that we are in a period during which board building committees will eventually become extinct.

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**This graph, taken from page 80 of "Local School Construction Programs," by N. E. Viles, Associate Chief, School Housing Section, U. S. Office of Education, provides an outline of the general procedures that occur during a local school building program. The actual order of the steps may well change, of course, with the individual district.**

**In rural communities, school boards face unique problems rarely understood by others. Here are many of the—**

# *Dilemmas of Rural School Boards*

**WM. L. CUNNINGHAM** White Plains, N. Y., Schools

Eleven million pupils are being educated in the rural schools of America today. Well over a million-and-a-half school board members, constituting over a quarter of a million school boards, shoulder the responsibility for this challenging job. A survey of the educational literature pertinent to school boards indicates, however, that the concern with rural boardmanship is certainly not commensurate with the scope and difficulty of the job being done. In actuality, the uniqueness of the job of a rural board member is seldom recognized nor understood by a large majority of educational writers and theorists. All too often we concern ourselves primarily with the functions and problems of the larger city or metropolitan school systems.

Members of rural school boards are faced daily with problems unique to their positions as educational leaders and decision makers in their communities — problems quite unlike those confronting their colleagues in the larger communities and school districts. Let us consider some of these.

### Rural Board's Composition

The composition of the rural school board is usually quite different from that of the city board. A majority of the membership tends to be agriculturists or small businessmen as opposed to the metropolitan board's preponderance of professional members. The level of the economy of a community and its stability directly determine the attitude of the members of a school board. Farming and small business seem to dictate conservatism in the individual board member. This should not be interpreted to mean that the rural community does not want as high a level of education for its children as does the larger city. But there is, in the rural area, a constant consciousness of tax rates — tax rates which may steadily rise but seldom fall. At the same time the incomes of farmers, and in turn the incomes of the businesses supported by the farms, may fall just as easily as they may rise. This instability in the rural economy most naturally affects the attitude of rural board members toward such things as: long-term building bonds; teacher salaries (which, in order to be competitive, often place the teacher, and especially the administrator, among the higher income groups of the community, which in turn raises in the minds of some board members the question of the justice of these "high" salaries); and expenditures for curriculum items that educators might consider necessary but many board members consider frills.

### Board Community Unity

Obviously, most of the characteristics mentioned above are to be found in the majority of the populace in the rural community and not just the members of the board of education. This brings us to the next characteristic. Rural board members have a much closer contact with all factions of their community than do the members of the city board. It is not difficult for members of the rural board to discern the sentiments and reactions of their community. In truth, it would be difficult *not* to know the feelings of the community in all matters pertaining to the schools. Generally the rural schools are the center of community activity and are, therefore, under constant and minute scrutinization. In a sense, the rural community is a composite lay advisory board. This necessitates extremely thorough explanations by the board of education of every move. This is a desirable practice in any size community, but is often not required and therefore not practiced in the larger community.

There is also a strong tendency toward traditionalism in the rural community. A board member must be well imbued with and constantly aware of these traditions. He must be perceptive, patient, understanding, loyal, and above all else, ever ready to listen. His is a twenty-four-hour-a-day job, for rural constituents often bring their problems and opinions of the schools to the board members rather than to the school administrator.

Such a relationship to the community carries with it a constant pressure on the board member. This pressure is felt in many ways. For instance, although the rural taxpayer is extremely economy-minded, the local schools are

## The Major Dilemmas of Rural School Boards —

**In the area of finance, the instability of the agricultural economy means fewer facilities, as well as a more limited curriculum . . . in the area of the teaching staff, greater teacher turnover means lack of continuity in the educational program. Add to this the conflict of consolidation as weighed against traditionalism.**

usually expected to purchase supplies — especially food supplies for the cafeteria — locally. In most cases a considerable amount of money could be saved by purchasing from wholesale houses. But the dilemma between supporting those who support the schools (in many ways other than taxes) and maximum economy must be resolved by the school board.

This intimate relationship between board and community carries into teacher-parent-student-administrator associations just as strongly as it does in community-board relations. There are few secrets in the rural community. Consequently, personal relationships are close. Let us take an example. Pupil counseling, rather than the formal function of the larger school, is a constant process in the rural school. It is usually best accomplished by the individual teacher or administrator, in and out of school, since family background, motivating factors, and potential consequences are usually well understood by all concerned. Impersonal relationships are not only impossible, but wholely undesirable, and therefore nonexistent.

It is not at all uncommon for board members to be concerned with the progress of individual students. These concerns often become unofficial business at board meetings, for the behavior or progress of an individual student may easily affect the community's attitude toward the type of job the schools are doing. It should be apparent to the reader that this is one of the gratifying aspects of rural boardmanship. A good job is more easily discernible and the gratitude of one's community is more easily known.

### Financing the Rural Schools

In most rural districts the problem of financing the school program weighs most heavily on the shoulders of the board member. This factor is often more acute than in the metropolitan areas due to the lack of industry and the resulting low-assessed valuation per pupil. Logically, the smaller the district, with few exceptions, the greater the problem. And, as all board members are well aware, the financial status of a district largely determines the ability of a school to do the type of job that is expected of it.

The financial status affects the quality of the teaching staff (this may be disputed by some, but research has shown that this is generally true), the scope of the educational program, and the condition of the facilities, as well as many other important factors. It is true that some rural school districts are indeed fortunate in that they have a high-assessed valuation and a small-pupil enrollment. But these instances are the exception rather than the rule. The large majority of rural boards are constantly faced with the ever increasing problem of making too few dollars buy the type of education that their community expects — and these community expectations are growing with each passing year.

The problem of obtaining competent teachers (and in some cases, any type of teacher) in a very competitive market is a serious one. Teacher turnover is high in rural areas. Salaries are usually lower than in the cities, particularly at the maximum level. Most teachers seem to feel that living in or near a large city is more desirable than living in the rural areas.

And one of the most difficult problems, especially at the secondary level, is finding teachers who are generalists rather than specialists (i.e., can teach two or more subjects rather than one). On top of this, many young teachers will take a job in a rural school at a lower salary simply to get enough experience to qualify them for teaching in the city system. They stay in the rural area for a year or two and then move on. This makes for a lack of continuity in both the staff and the educational program which is felt by community and pupils alike. Too often rural boards and administrators must take any teacher they can get, rather than select from several qualified candidates. Finding a teacher who will be satisfied with rural life and will fit into the community (a prime consideration in the selection of most rural teachers), be willing to accept a more difficult job of teaching (more subjects and outside duties) for less money, and perhaps be willing to stay at least a few years, is an almost insurmountable problem faced by rural boards of education.

Once the new teacher is hired, board members, as well as all other citizens interested in good schools, must look to the problem of locating adequate housing for this new member of the community. This is often a serious problem in the rural area. The burden usually falls on the school board member.

There is at least one other major dilemma faced by rural school boards. Small schools mean small enrollment and small enrollment means a limited staff. The next step, of course is a limited curriculum.The problem is particularly prevalent at the secondary level, although all too often such areas of instruction as art, physical education, and music are slighted at the elementary level as well. In the high shool and junior high it is often next to impossible for the rural school to offer more than the basic curriculum which qualifies a student for college entrance.

The problem, of course, is twofold: (1) finances — only so many teachers can be justified from the standpoint of enrollment and budget and they must be able to teach the basic subjects; and (2) the school facilities — most rural schools just don't have the facilities or equipment for the type of diversified program offered in the larger school. So the rural board must do one of two things: (1) hire an administrator who is a magician in teacher recruitment and selection as well as in school programming (and even this won't solve the problem entirely); (2) convince the community that their children are getting a better foundation in the "fundamentals" even if they are not getting all of the extras. In most small schools, with smaller classes and more teacher time per pupil, this should be true.

### Problems of Major Consequence

Rural education faces many problems of major consequence today. The evaluation of the small school and the job it is doing, the conflicts of consolidation and unification as weighed against traditionalism and community identity, the dilemmas of financing and teacher recruitment and school construction are only a few. As these are the problems of rural education, so are they the problems of rural board members. No group of individuals has a more difficult task — a task that is as little understood by others.

# My POOR (Press) Relations

**Here is common sense approach to the "ABC's" of good school-newsmen relationships . . .**

**BILL BAXTER**
Director, School-Community Relations,
Amarillo, Tex., Schools

This will probably start an argument, but many people have discovered that *news editors and reporters don't have horns*. Someone undoubtedly can disprove the statement — a few may have pictorial proof, showing newsmen with smoking nostrils. All of which means that it may be time to analyze this rare breed of alleged humanity.

After several years experience around newsmen, here are a few observations:

1. They all sleep and eat (some of them three meals a day) like the rest of us;

2. News reporters often marry. Herewith begins the frustrations of many a school administrator who forgets that his wife plays bridge two or three afternoons a week, never realizing that the news editor's wife also plays bridge. Pity the poor school official who never leaked that story to the editor, and who was completely bewildered when it appeared on page one;

3. Many of them have, have had, or will have kids in the public schools, and many a news lead has been dropped incidentally over the supper table;

4. Newsmen are inquisitive, or as some people say "just plain nosey." If they weren't, they would get fired;

5. Generally, a good newsman can spot a "half-truth" or an "untruth" three city blocks; it's something that comes built-in with people in the profession;

6. Few seasoned newsmen are easily impressed by clothes, the size of your desk, the depth of your office carpet, or the number of degrees exhibited on the wall. He probably just interviewed some uranium millionaire and tomorrow's assignment includes "Miss Ultra Shape of 1957";

7. As a rule newsmen are the poorest souls on this planet to tell your money troubles to. Most of them can spot you two tales of woe and come out one loan consolidation better. An underpaid schoolman telling a news reporter all about his financial troubles is like walking a treadmill;

8. Most newsmen are sympathetic toward schools — maybe not always toward every school personality and there is no reason why they should be, any more than they should be sympathetic toward all doctors, lawyers, or truck drivers.

### The Profession of News Gathering

News editing and reporting is a profession. Those of us who view this highly competitive field with stereotype notions that envision a fast-talking, sloppily dressed individual with hat pushed back and a pencil behind one ear, are missing the boat. We are guilty in the manner of those who view school teachers as stereotypes.

There are all kinds of newsmen, just as there are all kinds of teachers. Some are inexperienced, while others may have had "too much experience." A few may even violate the ethics of the profession, while some are uncompromising in their search to carry out their media's philosophy.

The educator who asks a newsman to violate a code of ethics is skating on

thin ice. For where is his recourse when a party accuses the educator of wrongdoing? In the eyes of the newsman he may already be guilty. If he urged the newsman to violate a code or practice, would not the educator do the same thing?

All of which leads to this "off the record" business, one of the most dangerous ways in which an educator can live. Simply to ask, or even worst to tell, a newsman that "this is off the record" is step one toward journalistic suicide. In the first place, most educators don't know what should be off the record, any more than most editors know whether manuscript writing should be introduced at grade three, four, or never. The educator who explains a position or a plan to the newsman and leaves the running of the medium alone, will live a happier life.

Simply to keep an item out of the news does not insure its secrecy. Guttenberg, Marconi, and Bell, were all brilliant men but what they could learn about communications over the back yard fence, at the super market, across the bridge table, and at PTA meetings!

Specific examples of good and bad do not necessarily fortress a given position and a couple that will now be sighted do not place halos on all newsmen. They may be considered by some as another dangerous way in which to live. However, most educators who have dealt with journalists for very long, probably subscribe to a portion of these practices:

### The Educator Tells All

A particularly obnoxious high school boy agitated an elderly male teacher to the point of frustration, day after day. The boy's chief delight was to "put the screws on tight and see what happens." One day it did happen. The teacher "blew his top" in laboratory class and chased the boy from the building with an instrument that could have inflicted injury or even death.

The principal remained silent. The teacher remained silent. Administrative officials were not informed. By early evening, news of the incident leaked by hook-and-crook to the newsmen, who called a school official for clarification.

Visions of headlines loomed large. Possible legal action certainly couldn't be ruled out. The "screws were really on." And to make matters worse, while everybody was saying how sorry he was, someone revealed the impending musical debut of the teacher's 20-year old college daughter.

School officials told the whole story to newsmen, including the scheduled musical debut of the teacher's daughter. With measured calculations, including considerable personal risk, the newsmen involved decided to pass the story. Why? For several reasons: (1) the high school boy was not injured; (2) the teacher had been clearly provoked; (3) an innocent party (the daughter) would have paid a heavy penalty in bad publicity; and (4) newsmen had the whole story and nobody asked them or told them to keep it off the record; (5) if legal action were taken, the story could then be run.

### The Educator Tells All . . . Part 2

Sam Principal was on a routine visit to Room 14. An enraged parent burst upon the scene hurling accusations from Dewey to Adler. The verbal piffle was followed by madam's attempt to establish her role in society as a female pugilist. Sam, unable to remember a single college lecture that covered this problem, forcibly ushered the fisticuffic taxpayer through the door and into the hallway . . . for this was not an authorized demonstration for language arts-social studies, even if it did point out a few facts of life.

All the academic gods were against Sam that day and in the scuffle the lady fell to the floor, whereupon she complained of a "hip injury resulting from the fall inflicted when struck by the principal." Needless to say, the whole thing was involved, with cause and effect being somewhat beside the point. The extra zest was added when an indignant neighbor of the "injured mother" was the first one to call newsmen with "colorful and unbiased" coverage of the incident.

The editor's requests for details netted a complete account of the affair, with an invitation to talk with the principal. The decision: to print the story only if the husband or wife made formal legal charges against the principal.

Although many threats were made and the matter was discussed with the proper legal authorities, charges were not filed. Newsmen waited and resisted pressures that urged the printing of the story, which would have been difficult to write without embarrassment to the principal. Thanks to the judgment of newsmen, the principal still enjoys an unblemished record in the community.

A great deal is said today about "schools being big news," and that editors ought to rise up and take notice of their existence and give proper recognition to institutions of learning. If you have ever felt that your institution is slighted or overlooked, here is a small suggestion. Drop by a city desk when the mail is being opened and look at the publicity handouts that pour in by the bagsful. It will be a real education to see how many people are trying to get into the news. Many efforts are noteworthy with emphasis on top-notch journalism and genuine offers of cooperation. If you live in a sizable town or city this trip will be educational and you may realize that the schools do get their share of news coverage.

### Today's Public Relations Program

The realization that news media can't do our public relations work has struck rather hard at some of us in the lazier bracket. For so long it was asumed that news coverage was the panacea to all school problems, sort of an opposite philosophy to those who fought to keep schools out of the news. Today, both factions are out, with the full realization that PR programs are all-inclusive propositions, having their proper relationships to news media. It was a beautiful philosophy while it lasted but like all soft touches it soon faded . . . so back to work.

## ANSWER THESE QUESTIONS AFFIRMATIVELY AND YOUR "POOR" PRESS RELATIONS WILL BE A LOT RICHER . . .

1. Do I really believe that all phases of education should be covered by professional newsmen?
2. Do I encourage proper school coverage by keeping newsmen informed of school activities, plans, and by treating them courteously?
3. Do I send advance agendas, budgets, programs, and other materials to editors for their study and information?
4. Do I ever drop by the newsrooms for conversation and coffee, and nothing more?
5. Do I know a representative number of newsmen in my town or city?
6. Do I restrain my urges to tell editors what they can and can't print about schools?
7. Do I see that newsmen know about and are invited to all important school events, including board meetings?
8. Have I worked out some kind of agreement with editors about "executive sessions"?
9. Has someone assumed or been delegated the role of liaison with newsmen in my town or city?
10. Am I willing to release unfavorable news along with the favorable?

**A Plea for Justice in Rewarding the Good Teacher—**
**There are several reasons why all teachers should not be paid alike. Merit rating may be a part of the answer, providing we have a basic, competitive salary system . . . we combine the right administrative officers and teachers as an evaluating group . . . and we recognize the proper services as guidelines for merit advancement.**

# Should All Be Paid Alike?

**ALLAN M. STEWART**
Acting Superintendent, District #58,
Downers Grove, Ill.

One of the knotty problems which remains to be settled in education today is whether a salary schedule shall recognize positions in the system or the training and experience of the teacher. An unanswered question is, "What is the board of education buying — service to the boys and girls of the community or the good, bad, or indifferent preparation and years of experience of the teacher?"

Traditionally, schedules have been of the position type, but the single-salary schedule has become prevalent in recent years.

This prevalence makes us ask whether good education depends solely on the relative levels of teachers' salaries? We all know teachers who make teaching an exciting profession. Some who show promise in the beginning lose educational momentum as they go up the salary ladder. What is it that makes many teachers good, productive, and contributing teachers — some with degrees, some without, some married, some not, some high on the schedule, some not? Should all be paid alike?

No salary schedule can be devised which accurately and justly allocates a sum of money to each teacher for services rendered. Yet each and every principal knows who his best teachers are and he can also classify those of average abilities and those of poor ability. Paying all teachers alike only offers protection to the mediocre and ineffective teacher, and penalizes the capable and productive teacher.

### Varying Factors in Paying Teachers

We cannot justify paying men higher salaries on an educational or service basis, but economically and socially, it seems to be justified. The female teacher, who ardently supports the "equal pay for equal work" practice, soon changes her thinking when she marries one of those fellow teachers and actually experiences the additional demands upon a man's salary. Such a factor as the law of supply and demand dictates that men are more needed in the teaching profession than are women. Should all be paid alike? Only if the community can determine that all are equally effective and have equal demands made upon their earning power. Our democracy includes free enterprise and reward for those who can produce. Most of today's salary schedules tend to stifle initiative and bring about a leveling influence which does not contribute to the best interests of the boys and girls whom teachers serve.

No salary schedule will eliminate the "poor" teacher and improve the quality of teaching. Basically, a schedule is an administrative convenience based not upon local situations, but dictated primarily by the competition with neighboring school systems. If we are not improving our school systems with so-called "good" salary schedules, they are not serving their intended purpose. The lock-step schedule is unfair to the "poor" teacher because:

1. The "poor" teacher probably doesn't know how to be a better teacher and a better salary each year won't improve her ability.
2. A "poor" teacher probably doesn't recognize her inferiority. Her limited contact with other professional colleagues prevents her from becoming vividly aware of better ways to teach.
3. Personality difficulties cause much conflict which results in a teacher being unsuccessful. An additional salary increment each year doesn't change negative attitudes and lack of rapport with children.
4. The lack of physical energy, vitality, and endurance destines some teachers to mediocrity. Salary increments won't change this situation either.

### Is Merit Rating the Answer?

The future trend in salary schedules is a matter of conjecture. We cannot conclude that the supply of teachers will increase (or decrease for that matter) because of existing salary policies. We know the supply of boys and girls *is* increasing rapidly each year. The taxpayers' dollar is being taxed to the limit. We must devise a means of more adequately distributing the moneys allocated for salaries among those employed. Is merit rating the answer?

The controversy over merit rating is as acute as ever. Strange though it seems, little more is known today than was known 30 years ago. Much of the research on merit rating has been based on theory stemming from measures of expediency employed by many school systems from time to time. Often one

**"Can we measure good teaching? . . . If we can determine who is best to hire and who is best to keep, we can determine who is better . . . for recognition."**

hears the following: "The public does not mind paying teachers good salaries but it demands competence; it wants value received for the money it spends on education." Few teachers disagree on the inadequacy of their salaries when their pay is measured against wage scales of skilled or semiskilled workers, not to mention other professionals. Many regard merit rating as a way *not* to pay teachers better salaries.

Teachers will resist merit rating as long as so many are not receiving a living wage based upon today's standards and high cost of living. *Before any school system can move with much success to a merit pay plan, it must first accord to all teachers a basic salary competitive with incomes in other fields.*

Whether we like it or not, we do have merit rating. Children rate and judge teachers every day, so do parents and patrons in most communities. Teachers, themselves, know who in their group are outstanding and how they compare with other colleagues. Administrators evaluate and make official judgments of teachers periodically. Many say that merit rating would result in too many mistakes regardless of how many experts were involved in the rating. Why can't we recognize that "blanket salary schedules" cause mistakes to be made in every system every year through granting the same increment to the excellent, average, and inferior teacher. Errors made in a merit rating scale can easily be corrected — those in a blanket schedule invariably stand.

### A Combination Favored

Our democratic society assures freedom of opportunity. Our teachers extol the virtues of our free enterprise system. How can they when they only experience the automatic salary scale and its deadening security. *Our schools should recognize the competent and diligent teacher above those fellow colleagues who could not be so characterized.* Merit rating alone, will probably not do this. I favor a combination of basic salary increments with a merit feature on a percentage basis, imposed upon the base schedule. Placing a merit rating system upon a basic salary plan should assure a degree of permanency on the staff, reasonable satisfaction that there was something to work toward, and an increased effectiveness of teaching boys and girls.

The key question which educational leaders face is whether merit plans will be developed through leadership from within the profession or will be formulated by lay groups, boards of education, or legislative bodies. If we are to conceive ways of according competitive salaries to all and *better pay* to *better teachers,* without sacrificing some of the professional conditions that all teachers desire and must have, it is essential that professional people assume this leadership.

### How to Evaluate Services

It is frequently stated that industry can measure production, but how could the production of teachers ever be measured fairly and accurately? Production of a worker whose operation is purely mechanical can be measured in terms of material output. We cannot overlook the fact that many human factors condition the productivity of any worker. One very important factor is that of pitting his initiative, know-how, and determination against those with whom he is competing. Salary schedules remove this vital human factor and reduce all teachers to the same level, figuratively speaking.

Many critics claim that a merit system would create dissension and dissatisfaction among staff members and destroy morale. What system, however, is without merit rating entirely? Merit or some evaluative technique is always employed at these points in the teacher's career:

1. When the initial hiring is done,
2. When building assignments are made,
3. When tenure is gained,
4. When special duty assignments are made — committee memberships, etc.,
5. When certain promotions are made.

Professional competence, effective teaching and service to boys and girls, and contributions to his profession should be considered and jointly determined by an administrative staff before attaching any mark of meritorious service to a teacher. Teachers should participate in the development and application of merit policies. Through their elected representative they could help judge merit of colleagues and appraise effectiveness and fairness of merit decisions. Administrative control would naturally determine the number of teachers to whom merit recognition would be given, the per cent plan or actual amount of money to be expended for merit ratings, or both. No one would expect each staff member to be worthy of merit advancement — if so, we have reached Utopia!

All teachers need the security of some type of base salary schedule. Many teachers need and are worthy of a chance to advance beyond what is given to all — hence, a combination of base schedule with a percentage ceiling at the several steps should be provided, beyond a period of system internship.

Can we measure good teaching objectively? If we can determine who is best to hire and who is best to keep, we can also determine who is better among those who remain in the school system. Those who are better should be given the recognition. It is not fair for us to continue with personnel practices which often contradict each other and defeat the attainment of high morale and productivity.

Among those locally who should be able to differentiate among teaching ability and service would be the superintendent, principal, curriculum workers, and supervisors. Selected teachers might very well contribute from the classroom teachers' point of view.

While teaching in a given school system for a given term, a teacher, to be considered for merit advancement should:

1. Be consistent in management problems,
2. Maintain a pleasant and co-operative attitude,
3. Create an interesting atmosphere in her classroom and develop good emotional climate for boys and girls,
4. Give freely of her time when needed,
5. Teach boys and girls, not just subjects,
6. Be a person — not just a teacher,
7. Put her shoulder to the wheel when it is needed for the welfare of all,
8. Aid in curriculum planning and design,
9. Maintain an even temperament and contribute to staff espirit de corps,
10. Think of teaching as a profession and make every effort to improve its status.

The intangibles will always pose a problem for the evaluator. Yet good teachers *can* be separated from those of average quality and certainly the average teacher can be identified apart from the "poor" teacher.

Spurred on by Sputniks and missiles, schools are surveying their science programs. The following board report on an elementary school science program defines (1) the **purpose** of the program . . . (2) indicates how these goals are **implemented** . . . (3) and describes how the program should be further **developed.**

# *Spotlight on Science*

**I. BOARD MEMBER PLATT:**

In his speech on November 13, President Eisenhower urged every school board to review its curriculum and policies in the light of the requirements of the post-Sputnik era.

This review and the possible modifications in our policies that may result from it are essential steps; more than that, I believe the way our board and others all over the country respond to the President's request will determine whether or not the United States system of public education is adequate for the long run competition we face. The United States system can compete successfully, but only if we work at it responsibly, vigorously, and continuously.

**The Technological and Education Race**

As a preamble, it may be useful to contrast the principles of education in the USSR with those in the United States. In Russia the function of education is to serve the needs of the State. In the U. S. the objective of education is individual development with freedom and opportunity to choose one's lifework. In the first case central state authorities tailor the education curriculum and system to meet the goal of building up military and economic power. This power is based increasingly upon rapid advances in technology. In our case, we seek individual and social progress through the activities of many decentralized local and state agencies which determine curricula and policies. While our local groups may avail themselves of guidance material from educational centers and from education agencies in the state and federal governments, there is a high degree of local option in applying these guides.

Since we believe in giving individuals the information and ideas that will allow them to choose their own lifework, we need to be sure science is presented in a favorable light. Fortunately, our country appears to be maturing out of the phase in which scientists and engineers were regarded as odd balls. In the U.S.S.R. the scientist and the educator is at the top of all professions in prestige and salary. Little wonder that the top students there are attracted into science and teaching. While we may not go that far, I believe there are things each school board can do to enhance the stature of and enthusiasm for science and mathematics. We should find what these things are and make them a part of our policies.

I mention this much of the contrast in education between the two countries only to show the heavy responsibilities our school boards carry. The outcome of the long run technological race is in a large measure in the hands of school districts across the country.

**Nonmilitary Benefits of Science**

Our need to be competitive in weapons technology is not only the only reason for us to place added emphasis upon science. Fortunately, science and the scientific method are also tremendous forces for nonmilitary progress. They stimulate new products and industries and higher productivity. Further, the scientific method itself has application beyond the domain of natural or physical phenomena; it is being used increasingly to understand social phenomena and human relations.

This School District can be proud of having already taken steps to strengthen its science instruction. This year full-time specialized science teachers are conducting improved science classes for 7th and 8th graders, using at least a modest amount of appropriate equip-

**EXPLAINING THEIR SCIENCE PROGRAM . . .**

In a dialogue form, this report to the Menlo Park, Calif., board on the district's elementary science program was made by the district's superintendent, Dr. Melville Homfeld (left), and the board's clerk, Mr. William Platt (right), deputy director of economics research for the Stanford University's Research Institute at Stanford, California.

ment and facilities. These arrangements were put into effect with some hardship to other activities, occasioned by a district-wide shortage of classrooms and a tight budget. I think we are all glad we put the priorities where we did.

The school board would be glad to hear from our superintendent a report on the current objectives and methods of science instruction in our District.

**II. DISTRICT SUPERINTENDENT HOMFELD:**

Let it be understood that the primary purpose of science experiences in our elementary school is not to make scientists of all children. The objectives of our science program are to:


## Science Program Objectives

In Menlo Park, these are considered the goals of an effective science program: (1) keep children **curious** . . . (2) start with a **question** . . . (3) teach the **scientist's way** . . . (4) travel the high road of **child interest** . . . (5) improve the child's **scientific eyesight** . . . and (6) sharpen the **student's skill.**

1. *KEEP CHILDREN CURIOUS*

Research studies show that most of the spontaneous questions children ask are in the field of science. Feed this scientific appetite.

2. *START WITH A QUESTION*

Help children develop a scientific attitude by approaching each activity with a problem to be solved. Ask:

*a*) What do we want to find out?
*b*) What materials do we need?
*c*) What will we do?
*d*) What happened?
*e*) What did we learn?

3. *TEACH THE SCIENTIST'S WAY*

Help children to increase their ability to use problem solving in the total sphere of living lest we end up with one foot in the jet age and the other in the social oxcart. The scientific method of problem solving must be applied to everyday life.

4. *TRAVEL THE HIGH ROAD OF CHILD INTEREST*

A child's normal curiosity can be given a truly scientific bent and used to initiate a science unit.

5. *IMPROVE THE CHILD'S SCIENTIFIC EYESIGHT*

Children today are surrounded by the wonders of radar-TV and the satellite named "Sputnik." Help them to acquire an eye for all the science around them.

6. *SHARPEN THE STUDENT'S SKILLS*

Improve his proficiency in ways of working, reading, recording, computing, observing, and experimenting.

These, then, we feel, are the immediate objectives of an "atomic age" science program on the elementary school level. They are the six guideposts we used in setting up the Menlo Park science curriculum.

Now, how do we go about implementing these objectives? We found an up-to-date program must:

1. *NOT LEAVE SCIENCE PROGRAM TO CHANCE*

Science can be taught incidentally as when a child brings a strange insect into the classroom. The teacher may, of course, take advantage of the opportunity to have a lesson on insects. *But* a science program limited to this is invariably lopsided and inadequate. A good science program can be no more left to chance than good arithmetic or reading programs.

2. *GIVE TIME FOR SCIENCE*

Require the teacher to plan and schedule science instruction. And help the teacher teach. Provide handbooks, workshops, and opportunities for teachers' science education.

3. *BE BALANCED AND WELL ROUNDED*

The old-fashioned science program limited to flower-coloring and butterfly-collecting can scarcely be considered adequate. Science programs should include problems from electricity to sound, aeronautics to magnetism — as well as related mathematics.

4. *PROVIDE FOR THE NEW DEVELOPMENTS IN SCIENCE*

Science programs limited to the textbook won't do. Science is not static. A collection of current, attractive science-related reference books should be provided in each classroom. Weekly-reader type children's newspapers which feature science columns help meet the need for up-to-the-minute materials.

5. *PROVIDE ADEQUATE LEARNING MATERIAL*

If we are to make an improvement in science we must make materials available to our teacher. We found the biggest impetus our science program received was through the availability of science kits (including everything from test tubes to pulleys) catalog cards explaining science experiments which we provided for classrooms; reference books and locally developed guides on "How to Teach Science" which were placed in teacher's room at each school; expansion of science research books in each school library; and, on the seventh and eighth grade levels the establishment of special science rooms fully stocked with general science equipment.

6. *MEET THE NEEDS, INTERESTS, AND APTITUDES OF ALL ABILITY LEVELS*

Brandwein's book, *The Gifted As Future Scientists* relates that the majority of prominent American scientists began their interest in science in upper elementary school. Our district has been cognizant of the special needs of gifted children and has worked out a program of identification and enrichment for these children as far back as 1949. The program for helping children gifted and talented in science can be outlined as follows:

*a*) We start with the student's own interest and try to give a scientific twist to his chief interest. If he finds jet planes fascinating, the teacher might turn his thoughts to how airplanes fly.

*b*) We encourage library research in areas of his interest. The teacher urges him to work on his own.

*c*) We encourage experimentation. Teachers invite spare-time handiwork into the classroom.

*d*) We maintain high standards of achievement. Teachers watch carefully that the young scientist does not become slipshod.

*e*) We give the pupil success experiences. Teachers provide a chance for the child to show off his achievements. District-wide science fairs are held annually. Demonstrations before other classes are scheduled. Teaching opportunities are sought.

To this enriched program the Menlo Park Elementary Schools add an often untapped "extra" in the form of science experts from the community who readily and repeatedly give classroom lectures and demonstrations. Often, too,

(Concluded on page 79)

In Hicksville, we teach—

# *Foreign Languages from the First Grade*

**VERA V. VILLEGAS**
Supervisor of Foreign Languages,
Hicksville, N. Y., Schools

In this era of modern communication, foreign countries have been brought into closer contact with the United States, and it has become necessary for us to speak the languages of these peoples. Only when one understands the language of the person with whom a man wishes to communicate, can he be sure that the other will understand him. If we, as Americans, wish to keep our position in the world of diplomacy and commerce, we must become a bilingual or trilingual nation.

Unfortunately, in many of our local schools, foreign language instruction is not begun until the child enters high school. It has been proved that at this age a child's speech mechanism is set, and it is difficult for any pupil to acquire the correct intonation and accent which are extremely important in speaking and reading a modern foreign language. According to scientific data compiled by Dr. Frances Ilg: "The optimum age for beginning the continuous learning of a second language seems to fall within the span of ages four through eight. In this early period, the brain seems to have the greatest plasticity and specialized capacity for acquiring speech."

## The Goal of Foreign Language Study

The immediate objective of foreign language study is the thorough mastery of the language — learning to understand, speak, read, and write the language. An important purpose of acquiring these complex skills is to create a greater understanding of the foreign people whose language one is learning, and to appreciate more fully their culture and civilization and, through this understanding, to help our nation build a more peaceful future.

Other factors to be considered in beginning the study of foreign languages in the elementary schools are psychological, sociological, practical, and cultural. Psychological factors favor this education because the complex skills required for this type of learning are best mastered at this early age.

Since children are genuinely interested in the picturesque aspects of a foreign culture, they readily form habits of interracial sympathy and understanding.

The practical factors are evident. A child who begins the early study of a foreign language can learn to speak it with the correct accent and develop a mastery of it in a way which is difficult for the adolescent. At maturity, he will find that he has at his command an instrument of communication which greatly increases his vocational possibilities.

Culturally, he has the knowledge of two languages, enabling him to open doors to a much broader understanding to music, art, and literature. He can now penetrate more deeply into his own and into a foreign culture by comparing the elements of the two.

If we accept and understand the necessity for beginning foreign language study in the early years of the elementary school, the following questions propose themselves: (1) Where should we start? (2) How and what should be taught? (3) Who should teach it? How much will it cost?

## The Hicksville Program

These questions can be answered by reviewing the foreign language program in the elementary schools of Hicksville, N. Y. Hicksville, a Long Island community, unlike other areas of the country where foreign languages are taught, is composed mainly of third or fourth generation Americans. There are no dominant foreign elements in its population, as there are in cities like El Paso and Los Angeles.

In Hicksville, language study is begun in the first grade and continued through the twelfth. The program consists of 20-minute language periods, four days per week. In the elementary schools, the languages taught are Spanish, Italian, French, and German. The languages taught differ from school to school, depending upon the children's interest and the staff's readiness. The pedagogy employed for the first three years is the aural-oral method. For three years the child is continually exposed to the foreign language in a manner which appeals to his basic perceptual senses; i.e., taste, foreign foods; hearing, national music, etc. He is then gradually exposed to the process of becoming literate in the language. This is best shown by the chart reproduced below.

The symbol "Sp" on the chart denotes specialization in the foreign language area. "Specialization" insures the continuity of language study. Specialization may be in literary, scientific, commercial, or diplomatic aspects of the language. All these areas involve a different type of vocabulary.

The classes are conducted entirely in the foreign language being taught. Meanings are clarified by actions and/or pictures. The teachers involved in this program are trained elementary school teachers who are language majors, and whose family background is foreign, insuring the auditory adaptability to the correct accent and intonation. The financial costs entailed for a program of this type are the salaries of qualified people.

## Cultural Aspects

The cultural aspects of each nation are presented to the children in the following ways: playing of national games, art, literature, films (slides and strips), music, field trips, and by an explanation of how holidays are celebrated in each foreign country.

Annually, each school has a French, Spanish, German, or Italian day where the entire school eats a typical national dish. Menus are prepared by the children and are served by parents dressed in authentic foreign costumes.

The Hicksville foreign language program has been enthusiastically accepted by the children and by the community. Dr. Wallace E. Lamb, superintendent, and Donald Abt, assistant superintendent, hope that this program will inspire other school districts to initiate similar programs.

Through education, the children, who one day will represent America at conference tables, will be able to converse with others in their respective languages. When the language barrier has been overcome, it will show the other nations that we understand and respect their cultural heritage and civil rights.

| Grades: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Work | SO | SO | SO | SR | SR | SR 10 | Ssp 10 | Ssp IR FO | Ssp IR FO | Ssp IR FO | Ssp Isp FR | | |

O — aural, oral
R — reading, writing
S — Spanish
I — Italian
F — French
Sp — Specialization

**AMO DE BERNARDIS and L. J. BAKER**

# PAID IN FULL...

## ...Portland's $57-Million New School Program

Visitors to the Portland, Ore., schools are impressed by the fact that the school system has been able to provide enough classrooms and facilities on a pay-as-you-go basis. "How," they ask, "could this be possible, when all over the country the problem of building schools and financing them has become such a challenge?" What are some of the factors which have made it possible for the school district to have such a favorable position in regard to schools?

### Keeping the Public Informed

Perhaps the most important factor has been the policy of the school board and the administrative staff to keep the public informed on the needs of the schools. Not only has the board been concerned with letting the citizens know about the need for monies, but every avenue has been used to keep them abreast of what is going on in the schools. The school board has a long record of making all their meetings open to the public. Only meetings which involve personnel are excepted, but even in these the press is invited to be present. The attitude of the board and the staff is, "the schools are public and the citizens have a right to know how their business is being run."

The curriculum council, made up of parents, administrators, and teachers, serves as an advisory group to the superintendent on instructional matters. A close-working relationship with the P.T.A. has made it possible to interpret the problems and the work of the schools to a large segment of the people of the city. The co-operation of the various agencies of mass media has been a most important link between the schools and the public. Report card inserts also have been used to keep the citizens informed of the needs of the schools. These are issued periodically during the year.

The rise in enrollment in Portland has not been as spectacular as in some other school systems in rapidly growing areas. However, each year approximately 2000 new pupils are added to the enrollment. Since 1947 the roster has increased from 49,814 to 70,210. Nine hundred seventy-two new classrooms, or the equivalent of 44 large elementary schools, have been built to take care of this added enrollment. To date, it has not been necessary to double shift or to house children in unusually large classes. The average class load is 30 in the elementary schools and 27 in the secondary schools.

### Financing the Building Program

All of the schools built to date have been financed on a pay-as-you-go basis. A series of three tax levies were approved by the voters. The first levy provided one million dollars a year for five years to take care of the elementary schools needs arising from the influx of people during World War II. It soon became evident that this five million dollars would not be enough to take care of future enrollments. The birth rate was showing a steady increase. In 1948 the voters approved a second levy providing two and one-half million dollars a year for ten years. By 1951 the need for additional high schools was presented to the citizens of the community and they approved a third serial levy providing $2,780,000 a year for ten years. The three levies approved by the people amounted to $57,800,000 for new school buildings. In addition to this amount, a sum of

**Dr. De Bernardis** is assistant superintendent of the Portland, Ore., schools and **Mr. Baker** is the district's business manager.

Largely responsible for Portland's forward-looking, pay-as-you-go program of new school construction is its excellent board. Present members include, from left to right: Arno H. Denecke, Howard L. Cherry, Clifford E. Zollinger, Dorothy O. Johansen, James C. Yeomans, Herbert Schwab, and Robert B. Clarke. Superintendent is J. W. Edwards.

money has been carried in the operating budget each year to take care of remodeling the existing plant. During the past ten years this has amounted to over $3,600,000. By paying for school buildings as they were constructed, the people of Portland have saved an estimated 14 million dollars in interest, assuming that 3 per cent, 20-year serial bonds would have been issued. By this farsighted action they have preserved financial resources which will in all likelihood be called upon in full measure as the next generation assumes its financial responsibilities.

### What Has Been Done?

Over 61 million dollars has been appropriated for school buildings since 1944. Over 50 million dollars actually has been expended on new buildings, additions to existing schools, and the remodeling of the older buildings. Figure 1 shows the number of schools constructed since 1947.

It should be noted that the school district has built 15 primary schools. These were small schools, housing grades kindergarten through third, planned initially for the primary program. These units were built at low cost because they did not require the extensive facilities of a large elementary school. Attendance districts for these schools were kept small so that children would be closer to their homes. This made it possible for most children to go home for lunch; no cafeterias were included. Playrooms instead of large gymnasiums were provided.

These primary schools have proved most satisfactory. As areas surrounding them increased in school population, it became necessary to enlarge six of them to elementary schools. It would have been desirable to keep these schools as primary units. However, the problem of getting suitable sites in a near location for an elementary school would have been a problem. As sufficient land for expansion became available adjacent to primary schools, the board enlarged them as the need was demonstrated.

The school board has not been content only to provide new buildings to take care of the increased enrollments. Early in the building program the board made plans to remodel older buildings. This involved lighting, acoustical treatment, and new floor coverings. At this writing all classrooms and corridors needing it have been relighted and acoustically treated. Old-style, fixed seating is rapidly being replaced with tables and chairs. By 1960 all fixed desks will have been replaced. Thirty-one cafeterias have been remodeled and 13 new ones constructed.

### Building for Maintenance

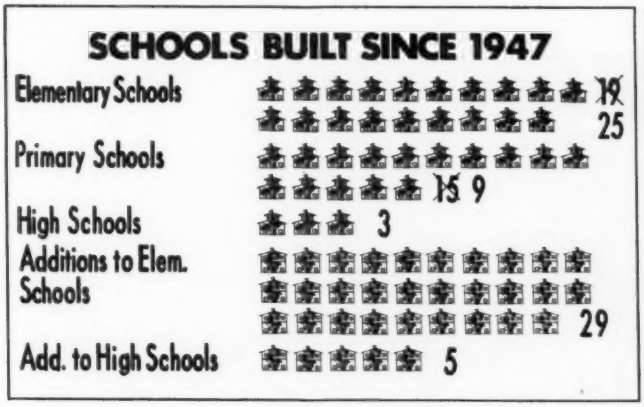
At the beginning of the schoolbuilding program much discussion centered on constructing buildings to last for 25 years. The philosophy being reflected was that buildings would be out-of-date for the instructional program 25 years hence and would need to be replaced. Although this idea has merit, it is difficult to translate into a practical building program. The school board instead decided to construct buildings which would last for at least 50 years, buildings which would give good service with a minimum of maintenance. All materials used in constructing Portland's new schools have been selected with this thought in mind. Wainscoting, roof covering, floor covering, hinges, door checks, heating plants are selected with a view that they will stand up under heavy use and will require a minimum of maintenance. The properties department keeps accurate records on how various materials and equipment perform in daily use. The results of these findings are passed on to architects to be included in specifications for new buildings or additions.

### Co-operative Planning

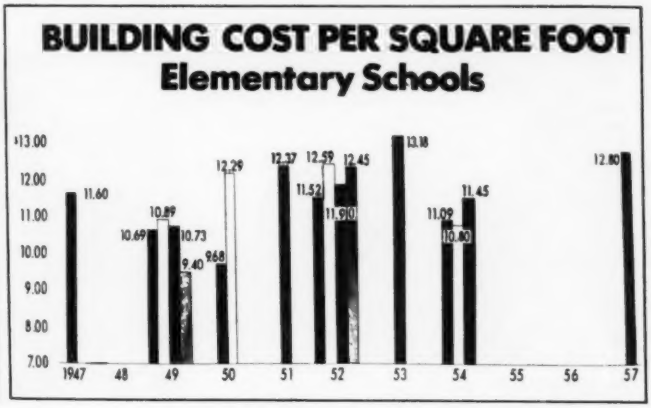
From the early stages of the building program persons who would use the buildings were involved in the planning. All groups concerned were consulted on their needs. This involved custodians, teachers, administrators, supervisors, parents, and the pupils. The ideas and suggestions received from these groups were synthesized and passed on to the architect.

Although the district has a small staff of architects, the school board has followed the practice of employing local architects. Over 26 different architects have been employed during the past ten years. The educational requirements given to the architect are very specific. They not only set forth the educational program but they also give in detail the needs of particular areas. Not only are the space requirements given but specific items of equipment and location of built-ins are noted. For some areas suggested layouts are given to the architect. From the educational specifications the architect and the staff prepare a set of preliminary specifications which are presented to the school board.

The question of providing detailed specifications and sketches to the architects may pose the question "Does not this take away from the architect's initiative for creating a building to fit




I. Number of schools built since 1947




II. Cost of 17 recent elementary schools

## How They Build Good, Well-Financed Schools in Portland —

**Important policies adopted by the Portland board that have encouraged construction of good, economical schools financed on a pay-as-you-go basis include: long-range purchase of sites and advance planning . . . involvement of many groups in co-operative planning . . . a continuing program of public relations.**

the unique needs of the community?" So far there has been little difficulty in this regard. The architect still has the responsibility to take all the materials presented to him and, after considering the site, community, and educational needs, to design the building which will best fit the specifications given him.

It has been found advantageous to prepare a small brochure on the preliminary design of a building with cost estimates and general specifications to give to members of the board. These are sent out at least a week preceding a regular meeting. This gives the board members an opportunity to study the plans and make a list of questions they would like to ask the architect. After the preliminary plans have been approved by the board, the staff works with the architect to complete the working drawings and specifications. Before final drawings and specifications are put out for bids, they are checked by the educational and business divisions. Inspectors, electricians, plumbers, carpenters, and supervisors all have an opportunity to check the plans in detail to be sure that they meet school district standards and requirements. After the bid has been awarded, the school district assigns one of its own inspectors to the job. This is in addition to the inspection service provided by the architect. Experience has shown that proper inspection assures that a building will be constructed according to plans and specifications.

### Keeping the Cost Down

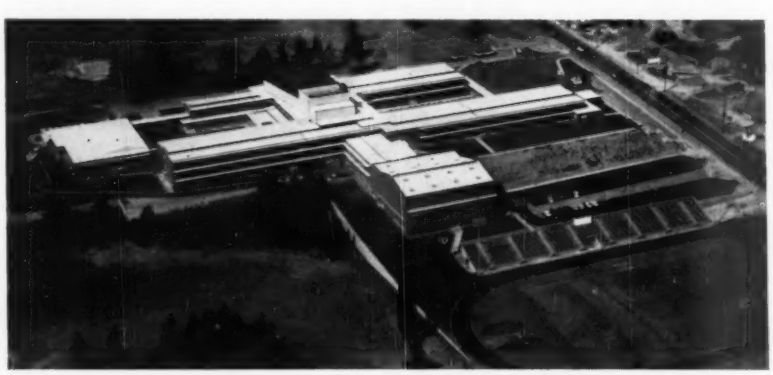
Because there are so many factors which enter into figuring the cost of a school building, comparative costs have to be used with great caution. The Portland schools have kept a case record of the cost on all new construction. The square foot cost for each building is based on the contracted cost which includes the improvement of the site, landscaping, sidewalks, etc. In fact, all costs of the building are included except the cost of the site. Figure 2 shows the cost of 17 elementary schools which have been built since 1947. It should be noted that the square foot cost of the buildings since 1947 has not increased in the same ratio as have building costs on a national level. From the first building completed (1947) to the one contracted in 1957, the cost per square foot has increased 10 per cent, while school building costs in general have increased approximately 33 per cent.

Keeping the building cost down and at the same time providing the necessary facilities for a good instructional program is not an easy task. Perhaps one of the most important factors in keeping cost down in Portland has been the evaluation of each building after it is in operation. The staff of a new building is contacted twice during the first year of operation to find what aspects of the plant are satisfactory and which ones need improvement. Many suggestions have been received which have helped the planning division to modify plans for future buildings. The administrative facilities in an elementary school were reduced considerably as a result of a committee study. The local medical association, working with the staff, made recommendations for the health unit which saved considerable space. Teachers' suggestions to eliminate built-in bookcases not only saved money but made classrooms more flexible. A study of the use of the auditorium in the elementary school showed that a combination cafeteria-auditorium would be practical. An evaluation of the needs and use of the gymnasium in the elementary schools indicated that the size and height could be decreased considerably without affecting the instructional program. Although keeping the cost of a building down is an important consideration in planning, the instructional program should always receive first consideration. For example, in 1953, after discussions with teachers and administrators, the elementary classroom was increased from 900 square feet to 960 square feet. This was justified on the basis that additional space was needed to house the educational program adequately.

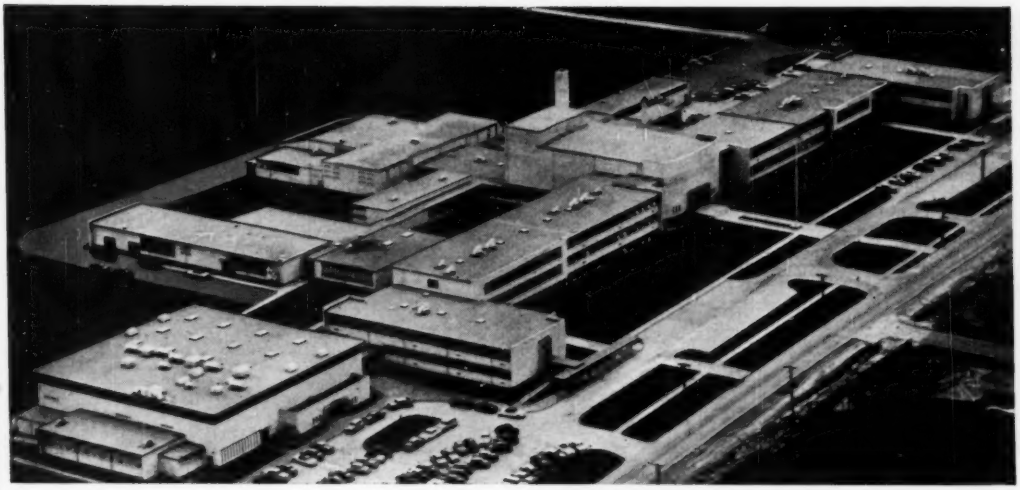
### Long-Range Planning

At the very beginning of the building program the board and the community saw a need for long-range planning if buildings were to be built in the right locations. Not only does the school district collect its own information on births and permits for new homes, but the board has worked very closely with the city planning commission. The school district pays the salary of one man to work with the planning commission on studies which will show the need for new schools in the future. These studies have been used in the purchase of 14 sites for schools which will not be needed for a long time. When they are, the foresight of the board will be realized in saving many thousands of dollars to the taxpayer.

In purchasing sites for future schools, it has been recognized that the school is a community center and will be used not only by children during school hours but by the community when school is not in session. The school board purchasing committee, working with the city park commission, have purchased a number of sites which provide space for both a school and a park. Not only have the schools and the bureau of parks benefited from this co-operative effort, but the citizen has also benefited in that he will have better facilities at less cost.



An aerial view of the new Madison high school

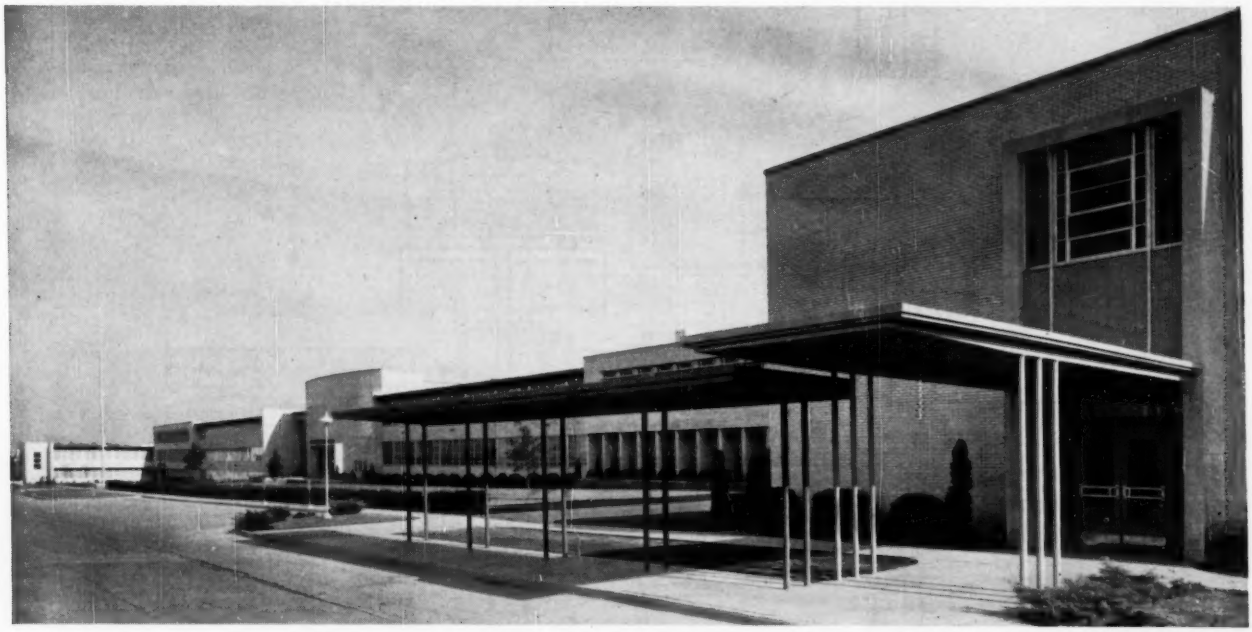


**A suburban, 7–12 high school designed to serve a highly specialized junior-senior curriculum —**

# *Thomas A. Edison High School*

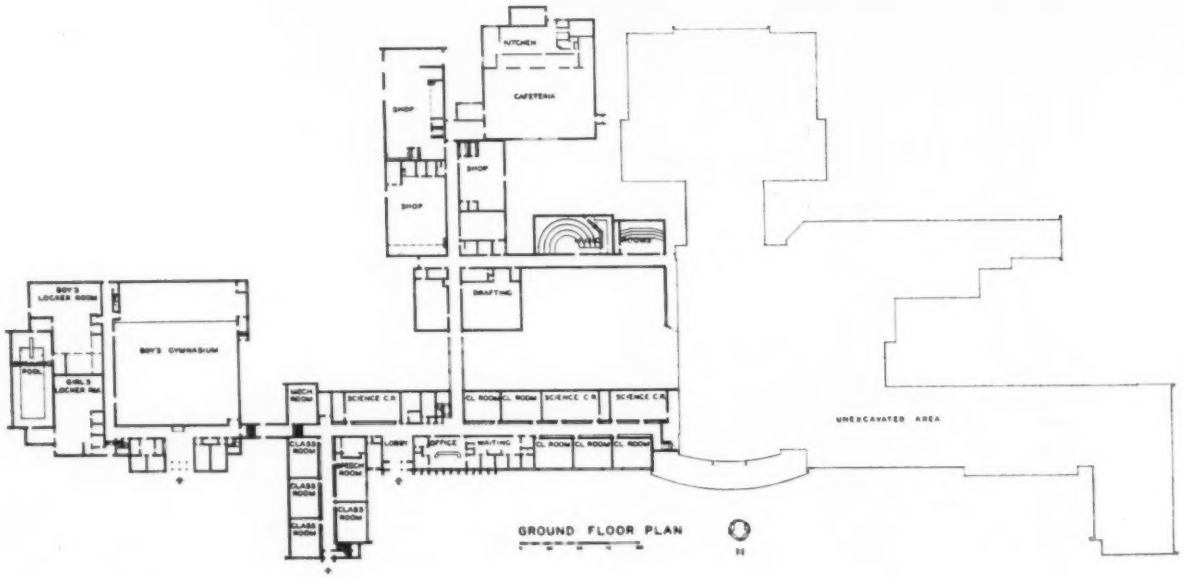
The Thomas A. Edison junior-senior high school occupies a 40-acre site on Tulsa's rapidly growing suburban south side. General requirements of the school, outlined by the Tulsa school board, Dr.

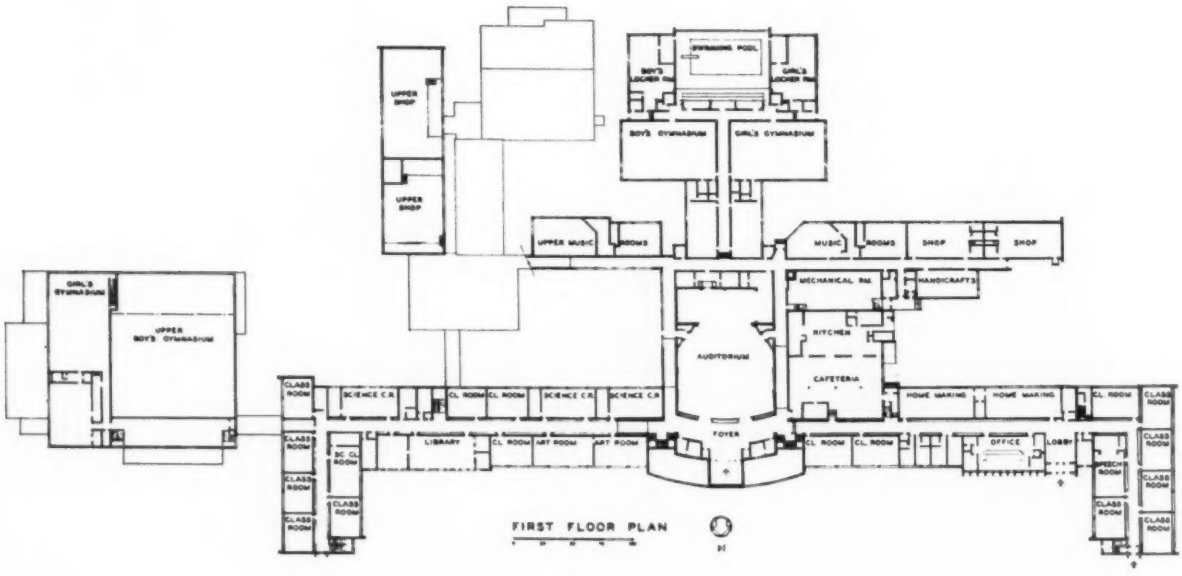
**MORGAN L. POWELL**
Director, School-Community Relations, Tulsa, Okla., Schools



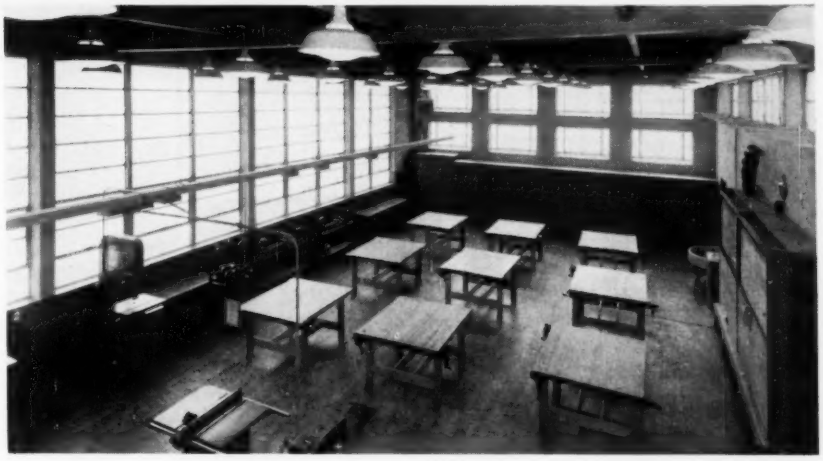
The front exterior of the Thomas A. Edison junior-senior high school, Tulsa, Okla. — Black and West, architects, Tulsa, Okla. Dr. Charles C. Mason is superintendent at Tulsa.

A typical classroom, one of 37 general teaching stations in the junior and senior sections of the school, is shown at the right. The classrooms have plaster walls, acoustical tile ceilings, asphalt tile flooring. Lighting in the academic areas is fluorescent.



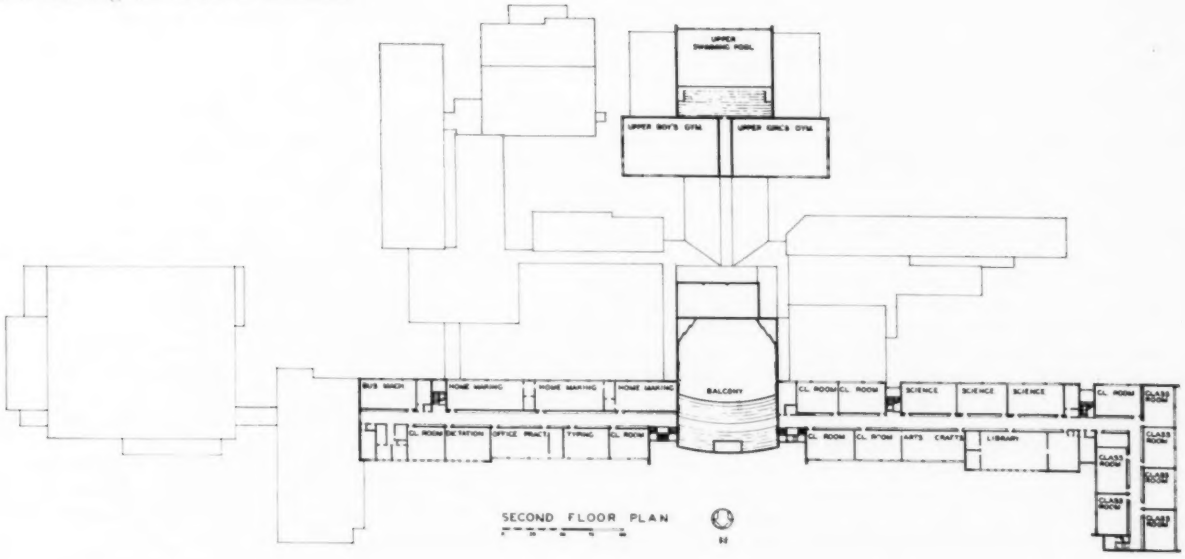
One of three homemaking rooms, in which foods and clothing are taught, is shown at the left. Below is the woodworking shop, one of three industrial-arts and handicrafts areas. These are separated from other activities to eliminate sound interference.



Charles C. Mason, superintendent, and his staff, requested architects Black and West to place special emphasis on the following:

1. A functional, modern building to fit in appropriately with its suburban setting.
2. Building materials chosen with economy, durability, and future low-maintenance cost in mind.
3. Special attention to the needs of the advanced educational program of the Tulsa school system. This called for areas specifically suited to highly specialized functions.
4. Flexibility, affording each area potentialities for future development and expansion.
5. Centrally located auditorium, with rest rooms, to serve junior and senior high schools, and so arranged that either or both units could be closed off from the balance of the building for public functions.

The building was built to accommo-



The gymnasium (above) and auditorium (below) of the Edison plant seat 2000 and 1218, respectively.

date 2600 to 2750 pupils in grades 7 through 12. It has a floor space of 276,000 square feet and encloses 4,281,800 cubic feet. The total cost of the building, exclusive of furniture and equipment, was $3,042,232; the cost per square foot was $11; the cost per cubic foot was 71 cents.

Although both the junior and senior high schools are housed under one roof, they are administered as separate units. The junior high part contains 39 teaching posts and the senior high has 51 teaching posts.

The exterior of the building is of light colored face brick, the main entrance faced with cut stone, and the entrance accentuated by colorful metal panels. Aluminum, projected windows add to the attractiveness while giving the important advantages of low maintenance, since no painting is required and the possibility of rust or corrosion is eliminated.

Foundations are reinforced concrete; structural steel frame with bar joists; and concrete floor slab. Maple flooring overlay is used in the stage and physical education rooms, and asphalt tile in the classrooms. Terrazzo floors and bases are used in the corridors, kitchen, and dressing rooms; ceramic tile floors and wainscots in toilet rooms; cement and cork in the auditorium; and end-grain wood block floor in the shops. Corridors, kitchen, cafeteria, shops, swimming pool room, and dresser-locker rooms have structural glazed-tile wainscots.

The roof is built up 20-year tar and gravel over poured gypsum deck. After detailed study, Black and West designed a special treatment for the gymnasiums and shops, where 1¼ in. formboard is used for the ceiling, with beams exposed. This affords effective acoustical correction, as well as satisfactory insulation properties. To solve the problem presented by both moisture and acoustics in the swimming pool room, corrugated perforated aluminum with insulation above was used to accomplish the best and most permanent sound control in this area. All other ceilings are acoustical tile.

Throughout the building efficient low brightness or shielded lighting fixtures are used. A central low-pressure steam plant with under-window units for heating and ventilating provides individual room control with outside air inlets. There is forced air heat and ventilation in the auditorium, gymnasiums, pool, and dressing-locker rooms. The sanitary installation was planned for the maximum in service, with a minimum of maintenance.

Interior partitions are metal stud and/or clay tile, plastered. Seven distinct pastel color schemes are used in painting — colors were chosen as dictated by the direction from which natural light enters. Wood finishes are natural. Interior doors are flush birch; exterior doors are hollow metal with alumilited hardware and metal door frames throughout.

**Facilities Provided**

Special classrooms in the building include two boys' and two girls' gymnasiums, shops, drafting rooms, vocal and instrumental music rooms, graphic arts and crafts rooms, speech rooms with stages, auditorium, homemaking rooms, cafeteria and kitchen, offices, faculty conference rooms, nurses room, rest rooms, and mechanical plant. Service departments are arranged to use the same loading dock area separate from the playgrounds.

Shops and music rooms are separated from classrooms to eliminate sound interference with other activities. Boys' and girls' toilet rooms are available to these departments.

The industrial-arts department includes wood and graphic arts shops, metal and electric shops, auto mechanics shop, and diversified occupations and distributive education classrooms. Storage space for materials and supplies is provided. Another unit of this department is a small print shop.

Two swimming pools, one for junior and one for senior high, have boys' and girls' gymnasiums and locker-shower rooms adjacent to each. Two corrective gymnasiums and instructors' office complete this department. A gymnasium for competitive athletic events seats 2000 persons. Folding bleachers make all floor space available for instructional purposes.

There are two choral and two band rooms which have raised-tiered seats and storage space. The auditorium, with a seating capacity of 1218, has no windows; it is mechanically ventilated. All entrances are at corridor level with the slope in the seating arena entirely within the auditorium. A stage craft room is at one side of the stage. The building has two cafeterias with a total seating capacity of 750.

The area behind the building has space for a ¼-mile running track, a baseball field, a football practice field, and tennis courts.

**Designed to fit the district's curriculum . . . flexible . . . low in original cost, yet built with low-maintenance materials—**

# *A SANE School Building*

**K. WHITNEY DALZELL**
Dalzell and Dalzell, Architects, Clearwater, Fla.

In designing the Ponce de Leon elementary school (and its companion schools) for the Pinellas County, Fla., board of public instruction, we endeavored to build a low-initial cost, low-maintenance cost school that could be adapted to various sites.

The specifications of these buildings follow closely those recommended by Frank C. Gilson, supervising architect of the New York State Department of Education in his January, 1957, SCHOOL BOARD JOURNAL article, "Sanity in School Building."

## Construction Materials

The Pinellas County schools are of noninflammable masonry and steel construction with a brick exterior. All exterior doors and windows are aluminum as are the classroom wardrobes and chalk and tack board trim. Interior doors and cabinets are solid-core birch. The washrooms are ceramic tile, ceilings Fiberglas acoustical tile, and facias heavy extruded aluminum. All soil pipe is "extra heavy" grade, and the boilers are sized to accommodate eight additional classrooms to be added in the future. With an exterior of glass, aluminum, and brick, maintenance will be at a minimum.

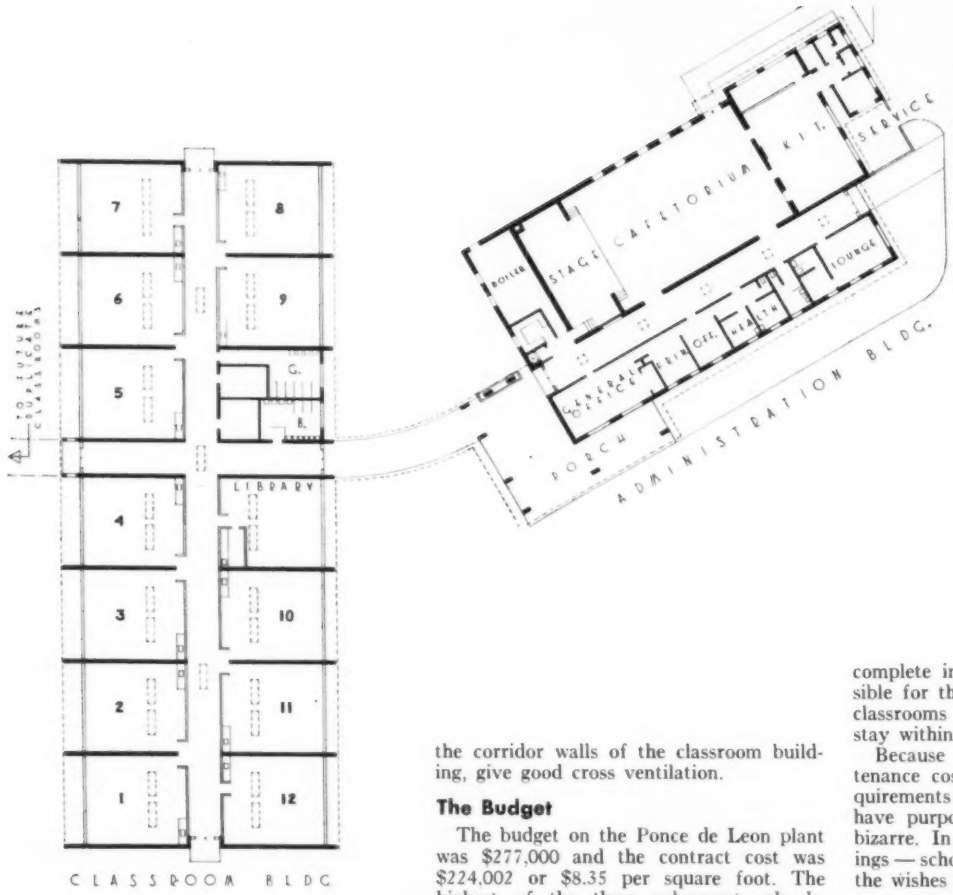
The original commission of the board stipulated that the school be flexibly designed to suit more than one site. To accomplish this, the classroom unit was separated from the administration unit, and each was contained in a simple rectangle. The rectangles were connected by a covered walkway. This simple expedient made it possible to adapt the building to sites of varying size, shape, and contour by changing the relationships of the two elements.

In all the site orientations, however, the classroom exposure has remained north and south, permitting sun control by means of a six-foot roof overhang on the south side. The skydomes, which give secondary natural lighting, are equipped with aluminum, sun-control jalousies. The cross corridors, plus the redwood jalousies in

**GILSON'S LISTING OF COMPARATIVE MATERIAL STANDARDS[1]**

| *Items* | *Good* | *Pinellas County Schools*[2] |
|---|---|---|
| Exterior walls | Masonry with membrane waterproofing and vit. tile back-up | Masonry with membrane waterproofing of high exposed walls. Masonry with dampproofing of low protected walls. All cavity brick, veneer. |
| First floor construction | Slab with crawl space throughout | Slab on membrane waterproofing on ground (all sites sand.) |
| Flashing | Lead coated copper and copper | Copper |
| Roof insulation | Fiberglas or mineral fiber | Noncombustible insulated structural roof deck (Porex) |
| Exterior doors | Alum. or metal clad | Alum. & tubular alum. w/tempered plate glass |
| Corridor floors | Terrazzo or tile | Vinyl or concrete[3] |
| Corridor wainscot | Tile or glazed block | Brick or block |
| Classroom floors | Vinyl or linoleum | Vinyl |
| Windows | Aluminum | Aluminum |
| Interior doors | Heavy solid core Sawed veneer | Solid core birch |
| Ceilings | Acoustical tile | Acoustical tile |
| Stairs | Steel with terrazzo or bluestone treads | None |
| Hardware | Solid brass or bronze | Solid brass or reinforced wrought brass |

[1]Adapted from the January, 1956, SCHOOL BOARD JOURNAL, p. 36.
[2]Slight variance between schools.
[3]Terrazzo specified, but omitted at a saving of $1,450 per school.



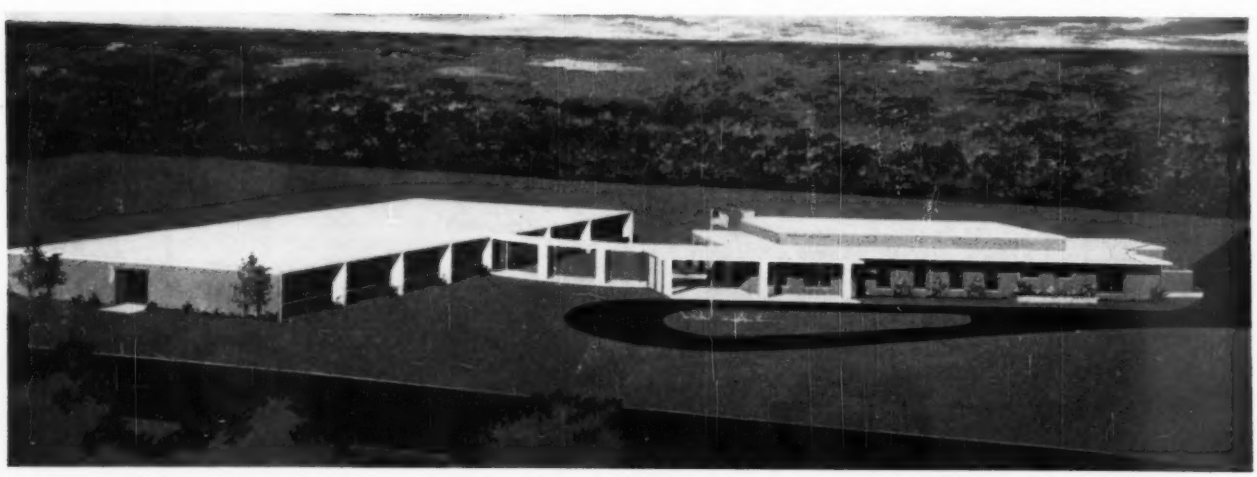

The floor plan of the Ponce de Leon elementary school, Pinellas County, Fla. — Dalzell and Dalzell, architects, Clearwater, Fla. Floyd T. Christian is superintendent of schools in Pinellas County.

the corridor walls of the classroom building, give good cross ventilation.

### The Budget

The budget on the Ponce de Leon plant was $277,000 and the contract cost was $224,002 or $8.35 per square foot. The highest of the three subsquent schools, bid over a 12-month period, was $8.59. Because the "core" of the school plant — administrative offices, clinics, cafetorium, kitchen, and a boiler sized to heat eight additional classrooms — is already complete in each building, it will be possible for the school board to add 20 more classrooms to these four schools and still stay within the original budget.

Because low-initial cost and low-maintenance cost are primary architectural requirements of any good school design, we have purposely avoided the odd and the bizarre. In designing "sane" school buildings — schools that are designed to suit the wishes of the community; schools that are appropriate to the district's curriculum, yet flexible for revised curriculums — we have endeavored, at all times, to select readily available materials of proved quality with which all contractors and mechanics are thoroughly familiar.



An architect's sketch of the prototype Ponce de Leon school in Pinellas County, Fla. The plant was designed to be a low-initial cost, low-maintenance-cost building that could be readily adapted to various sites.

*Solving a Special Schoolbuilding Problem*

# *An All Metal Mechanic-Arts Building*

**With a limited budget, the Needles, Calif., schools experimented with a unique mechanic-arts building . . .**

**DON McAULEY and M. L. RAFFERTY, JR.**

Did you ever try to pick up a piece of metal on a day when the thermometer hit 120 degres Fahrenheit? Especially, did you ever try it when the metal was directly exposed to the rays of a searing sun?

If you have, then you may imagine the raised eyebrows which greeted our proposal to build an all-metal shop building for the high school in Needles, Calif.

"Galvanized iron walls? An aluminum roof? You'll broil." Such was one of the milder comments when the news got out. Today, however, more than 150 enthusiastic boys are assembling cars, welding, and working on ornamental metal creations in a brand-new, mechanic-arts building made entirely of metal. Moreover, in a land where the noonday heat soars regularly above the 110° mark and where even night-time temperature during the hot months seldom goes below 80°, the budding mechanics are comfortably cool. Our experience in Needles has served to lay at rest once and for all the legend that desert school buildings must be made of plaster or adobe in order to be habitable.

**Mr. McAuley is auto and metal shop instructor at the Needles, Calif., union high school: Dr. Rafferty is district superintendent.**

## The Problem

Needles, a community of five thousand people, sprawls along the banks of the great Colorado River in the exact center of the mighty Mojave Desert. It is one of the most isolated cities of any size in the United States, separated as it is by over a hundred miles of shifting sand from any center of population. But its school plants are ultramodern; its educational program excellent. It needed only one thing to make it complete — a new and up-to-the-minute shop.

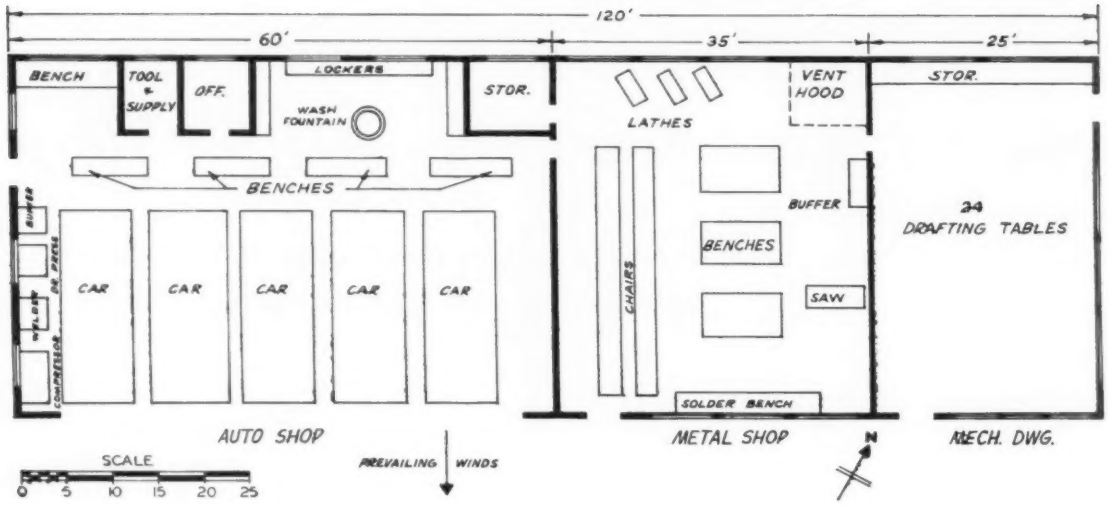
The problem was simple. We had $55,000 to build a shop. Yet the lowest bid we could get for a building constructed along conventional lines was $80,000.

## The Solution

Those concerned with plant planning thought furiously, and finally came up with a set of plans and specifications which provided for a structure with 4800 square feet of floor space housing a complete auto shop, a metal shop, and a mechanical drawing room — and all for $55,000! It was trim, roomy, well-lighted, easily cleaned, and simple in design. And it was all metal, every inch of it.

The building has been in use now for enough time to evaluate its efficiency. It is fireproof, and virtually dustproof. Its inner partitions are easily movable, approximating the ultimate in plant flexibility. Maintenance is nominal. The plastic frosted windows are nearly unbreakable, and the fluorescent lighting provided throughout supply light sufficient for all purposes.


Exterior and interior views of the automobile shop section of the Needles' mechanic-arts building. A metal shop and a mechanical drawing room are also included in the all-metal building.




The floor plan of the Needles' mechanic-arts building

**Construction Details**

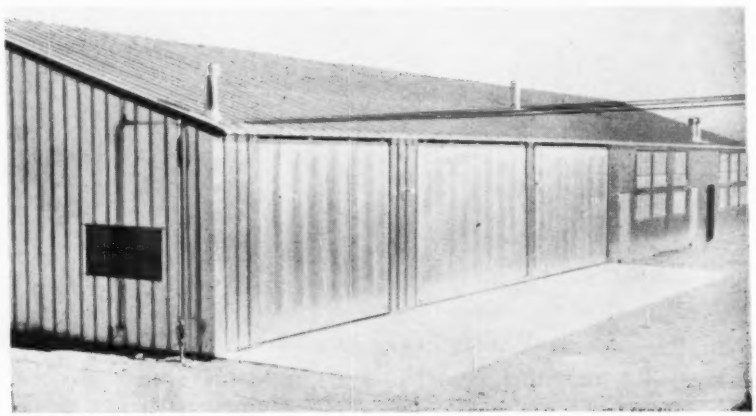
Needles' new shop took twelve weeks to build. The word "build," of course, is a misnomer. Actually, the word "assemble" is more appropriate. The shop is a modified version of a standard prefabricated building, and extremely simple to erect over a previously-poured concrete floor. Normally, the time required to erect and assemble a metal structure of this type and size would be considerably less than the 12 weeks actually involved, but the unique climatic and geographic conditions conspired to lengthen construction time. Inasmuch as the building was put up in July and August, workmen were able to work only in the early morning and late evening, never in the heat of the day. Sudden and intense desert storms, of the "flash-flood" variety, disrupted operations several times. Despite these handicaps, the building was ready for occupancy far more quickly than any other school structure ever erected in this area. The time actually involved in the erection of the building proper was ten days.

An all-metal shop is structurally "clean." There are no frills, and no waste space. Everything is strictly utilitarian. Yet the appearance is quite pleasing, and the exterior can be painted to match the remainder of the school plant.

One of the most interesting features of the building is the battery of three huge evaporative coolers, which blow many thousands of cubic feet of cool air through the shop every hour during the hot months. In the cool desert winters, fan-type heaters guarantee comfort despite the chilly breezes outside.

To school planners looking for economy plus speed plus utility, we in Needles recommend the all-metal shop building.

Below is an exterior view of the plant, showing the three doors for automobiles. Above is a view of the metal shop area that has a vented hood at the far right.



**A discussion of the four functional areas involved in a modern, well-planned—**

# *Central Warehouse System*

**HERBERT S. MITCHELL**
Business Manager, San Bernardino, Calif., Schools

A central warehouse system involves four functional areas: (1) standardization and classification; (2) specification and purchasing; (3) accounting and control; and (4) receiving, storage, and delivery. It is necessary that the work to be done in each of these areas be carefully planned and efficiently performed.

### Standardization and Classification

Committees should be formed to establish a list of item requirements for the various departments of the school system. Wherever items are similar, the using committees should make a special effort to compromise on the fewest items and sizes that are practicable. Such committees should be permanent or should be organized occasionally for the purpose of reviewing and revising items and sizes that should be carried in the warehouse.

The classification of warehouse items is almost as important as the list of items. Similar items may be classified or grouped by using department; by storage area; or by procurement or bid groups. Of these, it is generally considered more desirable to classify items for procurement purposes. As a guide to such grouping, a copy of the "Standard Commodity Classification" published by the U. S. Government printing office will be extremely helpful. Another guide of similar importance will be the "Index of Federal Specifications and Standards," also available through the U. S. Government printing office.

Stock numbers should be assigned to each item ind size of material or equipment to be warehoused. In some instances, it may be desirable to prepare a master list of standard items, some of which will not be warehoused. The using departments in such a situation will initiate a different type of requisition or request procedure for the items not warehoused. The master list should indicate those items not carried in the warehouse. The stock number system should be planned so that new items or sizes may be added without upsetting the numerical sequence of stock numbers.

As an example, the first two digits of the stock number may be used for major procurement groups, the second two for subdivisions of those groups, and the last three for the individual items within such major and minor groups. Thus, 11 might be paper products; 23, stationery; and 456, envelopes No. 6¾ white. This item would then appear on the stock list as 1123.456 envelope, No. 6¾, white. For bid purposes all stock numbers beginning with 11 would bring together the paper group. For the using department, the second two digits (23) would bring together all of the items of stationery; and the last three digits of the number (456), could be assigned so as to place envelopes in the proper alphabetical position in the group of stationery items. For cross reference purposes, it is desirable to prepare an alphabetical list by noun which shows the major and minor classification groups using the above illustration. Thus, 1123 would be listed with the noun *envelopes*. Since all kinds of envelopes are in the same group, only one reference is required on the alphabetical reference list.

The stock unit is also an important factor in planning an effective warehouse system. It should be the largest unit suitable for the using departments. However, it should not be larger than the smallest standard package used by suppliers. For instance, envelopes of the size referred to above are sold by suppliers in boxes of 500. If using departments should order them in multiples of 500, "bx" should be the stock list unit for that item. If they should order in multiples of 100, "C" should be the unit established for the stock list. In that case, the warehouse clerk would break the box and count the number required to fill a delivery order. The purchase order for stock, however, should be in multiples of 500, since it would be expensive to purchase less than the unit stocked by the supplier.

The using committees and the purchasing department should co-operate in establishing the stock unit for each item of warehouse material. The system described in this article will distribute responsibility for developing and operating the system among the various departments in the school district that are affected. It will give the using departments an opportunity to influence the choice of items and establish minimum quality standards. Purchasing and storage, as well as accounting, will require a minimum of effort and time. It will establish administrative control points that will assure effective operation of the system. More importantly, it will make a reasonable number of items and material readily available when and where required.

### Specification and Purchasing

The item description should be a brief word picture. The purchasing department and the using department committees should arrive at a description that is readily understood by persons initiating requests for the items and also by prospective bidders. Wherever practicable, the descriptions should be influenced by those used in prospective bidders catalogues. Selecting the correct noun with which every description should begin is of great importance. Where items are carried of different sizes and colors, qualities, etc., each should be included in the description. The pattern for writing the description should be uniform in so far as possible.

In general the specification for bid purposes should only supplement and complete the description for the purposes of setting a minimum standard that is acceptable. It is unnecessary to include the specification in the warehouse catalog. The specification portion should conform to nomenclature terms, and packaging that are understood and used by prospective bidders.

The items included in the standard warehouse stock list should be segregated into bid lists so that bids may be taken once, or as often as necessary, in a fiscal year

to keep the proper amount of stock on hand. Bids on the several groups should be taken at the time of year when competition is most likely to be strongest. It is also desirable to schedule bids over the whole year in order to reduce peak loads in the purchasing department.

### Accounting and Control

The records pertaining to the accounting and control of warehouse stock should be carefully planned and developed so as to avoid duplication of effort and records. The system should be mechanized in so far as is practicable and duplicate copies should be used where possible to reduce reproduction of a record. If a requisition can be prepared in sufficient copies to serve for approval, stock record posting, warehouse delivery order, and appropriation charge (invoice), that should be done.

The warehouse account should be a control account in the asset section of the general ledger. Normally, debits will be from purchase orders and credits from delivery orders or requisition against stock.

A control over the physical inventory of warehouse stock should be maintained in the accounting office. The inventory card for each item will show the record of purchases and receipts as well as of deliveries and balance on hand. This record should be posted prior to delivery from the warehouse. Thus, when stock reaches the minimum balance, the purchasing department is notified to purchase additional stock.

A physical inventory of stock on hand should be made at the warehouse as often as necessary, or at least once a year. This inventory should be compared with the physical inventory in the accounting department, and all differences should be analyzed and reconciled.

In many situations, tabulating cards will be ideal for a warehouse system. This is particularly true if pre-punched item cards are placed at the various requisition points so that only the quantity desired needs to be written in long hand on the card. (The pre-punching includes the requisition point number.) When the requisition card is received at the tabulating department, it is duplicated and the new card is returned to the requisition point to be replaced in its deck. The quantity requisitioned is then punched and the card goes into the machine records processing cycle. The money value is extended, stock is relieved, and the warehouse delivery order and invoice is prepared. When stock gets below the minimum, the purchasing department is notified. At the end of the month, invoices are summarized for appropriation accounting. At the end of each month a report of receipts and disbursements by item is prepared. At the end of the year, a report is prepared showing not only the monthly activity, but also the annual receipts and disbursements for each item. These records become invaluable for the purchasing department when estimating quantities to be purchased.

### Receiving, Storage, and Delivery

The warehouse manager will have the responsibility for verification of description and quantity received against purchase orders for stock. Whenever directed by the purchasing department, he will verify quality against bid samples, or take such other steps as may be necessary to determine quality.

The arrangement of bins in the warehouse should be carefully worked out so that storage of materials received and delivery of materials will be facilitated. Portions of large quantity items should be placed in certain stock areas from which bins are filled as required. If tabulating cards are used in stock control and a bin number is punched in the card, items on delivery orders may be printed in bin number order to facilitate order filling.

Delivery schedules for regular deliveries to all requisitioning points should be so arranged that unnecessarily large stocks are not required at the requisitioning points and peaks eliminated from the delivery schedules.

It is generally desirable to prepare a maintenance job material list completely, including materials not warehoused. Warehouse requisitions are prepared (or tabulating cards pulled) for those items in stock. The material list is then used to purchase items not stocked. This will be an exception to the rule of posting stock cards before delivery. The posting, however, should be kept current sufficiently to relieve short stock problems. An employee whose responsibility it is to "pick up" locally maintenance materials not stocked, is economical.

**COMPLETE NEW AUDITORIUM-GYMNASIUM**

**Latest step in the Buttonwillow, Calif., building program is a combination auditorium-gymnasium building. The building contains a large multi-purpose room which doubles as an auditorium — seating 1000 persons — and as a full, college-size basketball courts and two practice cross courts.**

**The multi-purpose building, constructed of the tilt-up wall method of construction, was designed for the Buttonwillow, Calif., Union Elementary School District by Kenney & Cullimore, architects, Bakersfield, Calif. Albert J. Lackey is superintendent at Buttonwillow.**

**In West Windsor Township,**
**Junior High School pupils attend—**

# *Gradeless Classes*

**JAMES C. SANDILOS**
Superintendent, West Windsor Township Schools
Mercer County, Dutch Neck, N. J.

As a school board member or professional school executive, have you ever wondered whether grade designations serve the purpose of teaching a child according to his capacity and achievement?

At West Windsor Township, New Jersey, serious consideration was given to this question, and in the fall of 1956, the curriculum committee of the board of education, in co-operation with the staff of the Junior School, began a study of the curriculum offered to the sixth, seventh, and eighth grades. As a result of the study, a change in the Junior School curriculum was proposed to the board of education. After careful study, the board approved the new program for the Junior School. The program, instituted in September, 1957, provides for a change in scheduling and in the courses of study.

### Grades Done Away With

Each pupil is permitted to pursue schedules based on his or her abilities, aptitudes, skills, and interests in the major subject-area fields. Every pupil has the opportunity to select, with teacher and principal guidance, certain additional areas of learning that will be of benefit to his educational progress. Furthermore, the program permits a more valuable use of teacher skills, knowledge, and time devoted directly to the instructional program.

The new curriculum is planned to provide more individual attention to all pupils, but especially to those who have ability and the desire to increase their educational opportunities in any area of learning. The Junior School has done away with grades as such, and the stereotyped levels of sixth, seventh, and eighth grades have given way to new group identities. Each child's mental ability, his present and former achievements, and his social adjustment are considered carefully before he is placed in any particular group.

To secure the best possible placement for the individual child, a series of tests is administered by the teacher. The series includes a mental maturity battery from which the child's IQ is obtained, and a battery of achievement tests from which reading, spelling, English, and arithmetic grade levels are determined. If any inconsistency in the actual test results and the predicted ones appear, retesting is scheduled by the school's psychologist before final placement is determined.

In connection with the tests, conferences are held within the Junior School faculty. Every possible consideration is given to each individual child before definite placement is made.

### When Program Functions

After placement of all pupils is completed and the program begins to function, constant evaluation of each pupil's progress is maintained. The schedule is so fluid that a child may be readjusted according to his progress with a minimum of difficulty. Thus, a child in a lower group may, with a little initiative on his part, advance to the next higher group. A child may also be dropped to a lower group.



The screening of pupils from every available angle results in the formation of homogeneous groups that can work together and attain maximum benefits to be derived from *planned placement.*

A pupil is exposed to new work as rapidly as he can successfully absorb it, regardless of his chronological age. He is guided and urged to move forward at his own individual speed that is both challenging and profitable to him. It has been necessary to replace the stereotyped grade level identities, such as sixth, seventh, and eighth grades, with a new group identity because pupils frequently cross the grade lines into other groups. For instance: Group C-5 is made up of former seventh and eighth graders. Group H-23 is a class composed of former sixth and seventh graders, and so on. These groups permit pupils of like abilities, interests, and capacity, to work as a unit so that maximum benefits will result.

### Enrichment Areas

A program such as this necessarily must have enriched areas over and above the required academic field. To meet this need, a series of electives has been developed from which the pupil may choose electives under proper guidance. The additional areas of learning in the elective program are: French, the World Today, History in the Making, the Nature of Government, an Initial Course in Local, County, State, and National Government, music appreciation, advanced science, advanced literature, reading for enjoyment, mechanical drawing, and consumer education for intelligent and resourceful buying.

In addition to the elective areas, remedial courses in reading and mathematics are given to pupils who need this work to maintain their rightful places in their group.

Under this program, the teachers find that they too benefit, because they can cope more effectively with groups with similar abilities, interests, and achievements.

The parents and pupils have reacted favorably to the program. The pupils' adjustment and enthusiasm have been most rewarding. The transitional period from the previous program has been much shorter than anticipated.

The fine co-operation and enthusiasm that has been given this program by the board of education, the staff, the parents and pupils, indicate that the experiment will be adopted as a permanent curriculum of the Junior School.

THE AMERICAN
School Board Journal
An Independent Periodical of School Administration
William C. Bruce, *Editor*

## FEDERAL SCHOLARSHIPS AND THE QUALITY OF EDUCATION

THE next entering wedge for extending the program of federal aid to education is a Federal Scholarship Program. As with other entering wedges, the National Defense will be the reason most strongly emphasized. The greatest illustration is the GI Bill of Rights and generally the aid to the war veterans. No less significant are the Smith-Hughes Act, passed just before World War I, and the aid to areas adversely affected in school financing by federal activity. That these efforts are entering wedges presumably to meet emergency conditions is indicated by a sentence in the expansive report, now happily buried, in the President's Commission on Higher Education (1947): "The Federal Government assumes responsibility for supplementing state and local efforts in military defense against the Nation's enemies without; surely it may as justifiably assume responsibility for supplementing state and local efforts against educational deficiencies and inequalities that are democracy's enemies within" (v. 1, p. 103).

The key word or slogan in the present effort is the lack of trained man power. The argument is so simple and so obvious, we are told. Many in the upper third of the high school graduates do not go to college. This is a waste of human talent. If you would only send them to college and pay their way, all our problems — technological, military, intellectual, and social — would be solved. There is impatience and name calling by the proponents of those who are so dumb as not to accept through the arguments, so simple, so obvious, so transparent.

Perhaps the increase of students under federal aid may not be so impressive as the arguments from the GI Bill presumably reveal:

"With all these liberal advantages, the GI Bill should have permitted nearly any veterans who seriously wanted to go to college to do so. Yet four out of five of the students who entered college under the GI Bill, would have attended anyway, had there been no World War II and no GI Bill following it" (D. Wolfle, "American Resources of Specialized Talent," pp. 245–246).

We are not interested in this discussion in the general problem itself, the $60,000,000 presently available for scholarships, the existence of grants-in-aid to worthy students for services, and the millions in student loan funds without interest charges during attendance at schools. But we should take note of what is being proposed for scholarships. One author suggests the states should appropriate $200,000,000 a year. The federal program is not quite so modest. The President's Commission on Higher Education urgently proposes that grants-in-aid should be given to 20 per cent of the undergraduate population. A conference of educators, called by the U. S. Office of Education, urged an annual federal appropriation of $300,000,000, providing scholarships for about 400,000 undergraduates and about 37,500 graduate and professional school students.

We are told in an article in the *New York Times* (Nov. 24, 1957) that 50 bills providing for federal college scholarships were introduced in the past three years. The Sputniks will be responsible for a new batch of federal bills at the 1958 session of Congress, providing for scholarships in mathematics and science. To help this along it is claimed that these scholarships will be for able high school graduates who would not otherwise go to college.

The enormity of the problem and the unrestrained and uninhibited pie-in-the-sky proposals of education make it imperative that special attention be called to some voices — expressing common sense — though at the moment they may be voices in the wilderness. The first is the voice of the National Science Foundation.

We read in an article in the *New York Times*, the refreshing news, "The National Science Foundation does not favor a high priority program of categorized scholarships (science, mathematics, and engineering), or a large all-inclusive program."

The argument of the National Science Foundation is as pertinent as it is unusual. The great need of our educational system today is not to increase the number of students in the colleges but to improve the quality of education which students receive in colleges. To increase the number of students in institutions that do not do a good job — even a perverse job — is of no help to the individual, the community, or the nation. The actual situation makes clear the reason for the National Science Foundation, Paul Woodring in his "A Fourth of a Nation" points out:

"At the secondary college level, there are schools for vocational education, general education, liberal education, life adjustment, and some which attempt all four. By any standard you choose, the schools range from very good to very bad, as the classrooms frequently do within a single building" (p. 11).

The National Science Foundation opposition to a high priority for specialized subjects, or those in which the student is free to choose subject and institution is refreshing educational news. Many institutions are inferior and sending students to them or permitting the student to choose them at federal expense will not help. The great need is to improve the quality of education in all our institutions. The Foundation notes particularly two areas of improvement: (1) better teachers, and (2) a more difficult curriculum. The Foundation calls attention to a trend receiving more and more critical attention that state certification requirements for teacher's license by their overemphasis on pedagogical courses — proliferated and anemic — has resulted in a consequent dilution of the amount and depth of the study of subject matter. The latter is the problem of the curriculum and a threefold attack is made: (1) The curriculum makes too little demand on the capacity of the student. (2) Subjects of study are diluted. And (3) studies have been added which have nothing to do with the training of the mind.

The Foundation does not find that all the students who do not go to college are really dying to go but do not have funds. And it is thought that if present available scholarships were well administered there would be hardly any justification for federally aided scholarships. The great point made by the Foundation is that the great need of American education is not to send more students to colleges, but to improve the quality of education in the colleges.

This is a problem for the student properly motivated and for institutions; and with present scholarship resources, it has been suggested on high authority that no student who

(Concluded on page 62)

Because we all have a stake in his future...

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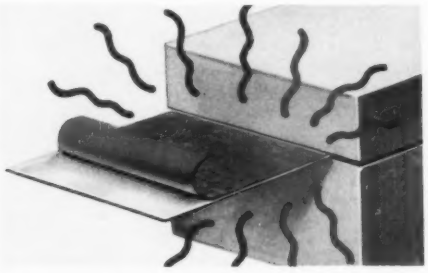

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# NEW BOOKS

### High Schools Today and Tomorrow

By Charles W. Bursch and John Lyon Reid Quarto, cloth, 127 pp., $7.95. Reinhold Publishing Corporation, New York 22, N. Y.

A former chief of the Division of School Planning for the California State Department of Education and a leading California architect have combined in this book to present their ideas concerning the organization and program of secondary schools and of the plant facilities which are needed to enable teachers and administrators to achieve the purposes and responsibilities of secondary education.

The authors hold that well-planned classrooms, study areas, shops, locker rooms, laboratories, etc., as well as larger units such as auditoriums and gymnasiums, are needed to provide the students an opportunity to carry on learning projects, and the teacher to provide adequate instructional guidance and assistance. The program which the authors propose is perhaps more limited than will be necessary in the emerging new world conditions which the people of the United States face.

It is difficult to conjecture how soon teachers and supervisors of high schools will be ready as recommended by the authors to guide children in more or less independent learning in various subject fields. The types of room facilities, general and specialized buildings, as well as the recommendations for sizes and layouts are generous, particularly in the variety of subjects which are to be offered. The saving argument which is frequently repeated in the book urges that every building, as well as every room in any school plant, must be adapted to the educational program and the character of the community which it serves. Much of the terminology breaks away from the stilted, conventional language of schoolmen. This feature of the book, as well as the completely unique layouts of rooms and buildings, recommend the work for the study of the entire range of problems that will result in better, more flexible school plants.

### Advanced Estimates of Elementary and Secondary Schools, 1957–58

Paper, 32 pp., 25 cents. Research Division, National Education Association, Washington 6, D. C.

These estimates fill the need for current data on enrollments, salaries of the school staff, revenues and expenditures of the schools. The report shows that the number of school districts declined from 127,244 in 1931–32 to 49,477 in 1957–58. The number of basic units in 1956–57 was 53,197. The number of superintendents decreased from 14,437 in 1956–57 to 13,765 in 1957–58. The number of board members was 198,108 in 1957–58. The total instructional staff for 1957–58 was 1,329,551, of which 70,799 were principals and supervisors and 1,240,424 were classroom teachers. The number of emergency teachers reached 87,319 during the same period.

### Teacher Supply and Demand in Colleges and Universities

Compiled by Ray C. Maul. Paper, 76 pp. National Education Association, Washington 6, D. C.

This study, conducted by the Research Division of the NEA, offers a new approach to the study of college teacher supply. Sources of new full-time teachers employed during 1955–56 and 1956–57 are indicated. Particular attention is paid to recent classes of doctor-degree graduates because these new groups of trained scholars are being sought by employing officials. As many as 114 of the 829 participating institutions indicated that one or more administrative positions remained unfilled in 1955–56 or 1956–57 because a candidate could not be found. In all, 140 such positions were unfilled. These were scattered among more than 40 administrative offices. It appears that the lack of funds to attract candidates was the main reason for these unfilled positions.

### Exploring Space

Compiled by Thomas D. Miner, Hugh B. Templeton, and George K: Stone. Paper, 94 pp. New York State Education Department, Albany, N. Y.

This publication contains 92 classroom activities which science teachers can use to explain scientific principles in the study of space. The unit takes up (1) the earth's atmosphere, (2) exploring space from the earth, and (3) exploring outer space. The experiments, demonstrations, and other activities help pupils to understand problems concerning multistage rockets, the nature of trajectories and orbits, and the reason why rockets are launched at high altitudes. A pre-teaching check list is used to find out what the pupil already knows.

### Official Policies, Rules, Regulations, and Administrative Procedures

Compiled under the direction of H. W. Goodgion. Paper, 29 pp. Board of School Trustees, Denison, Tex.

This most recent bulletin of the Denison public schools outlines the responsibilities and duties of the various school officials, school employees, and students. It sets up policies governing (1) operating procedures and policies of the board, (2) policies relating to the administrative staff, (3) policies relating to the instructional staff, (4) policies relating to the non-instructional personnel, (5) policies relating to the use of buildings and properties, (6) policies relating to students, (7) policies relating to the athletic program, and (8) general policies and provisions relating to the operation of the schools.

### General Earth Science for High Schools

Paper, 71 pp. New York City board of education, 110 Livingston St., Brooklyn 1, N. Y.

Outline of a course in general earth science, which develops an understanding of the influence of earth factors on the student's daily life. The syllabus takes up air, water, land, celestial neighbors, and the physical laws controlling environment.

### Your School and Staffing

Compiled under the direction of Daniel E. Griffiths. Paper, 16 pp. New York State Teachers Association, 152 Washington Ave., Albany 10, N. Y.

One of a series of reports on administrative staffing, which takes up two problems, (1) the role of the administrator of specialized personnel, and (2) the job of the administrator of specialized personnel. The report presents the concept of the instructional staff administrator which is now emerging.

### Improving Reading in the Junior High School

Edited by Arno Jewett. Paper, 165 pp., 60 cents. Bulletin No. 10, 1957 of the U. S. Office of Education. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

A report of a conference on reading and reading instruction, held in December, 1956. It discusses (1) research in reading, (2) developmental reading, (3) responsibilities for instruction, (4) remedial reading, (5) evaluation to improve reading, and (6) efforts being made on the state level to improve reading.

## FEDERAL SCHOLARSHIPS AND EDUCATION

(Concluded from page 56)

wants a higher education will fail to get it. But especially significant with reference to federal participation in a scholarship program is the comment of the Commission on Financing Higher Education. It says:

"We also believe it undesirable for the government to expand the scope of its scholarship aid to individual students. Our position is based upon what we regard as conclusive considerations. They are these:

"The strength of higher education is founded upon its freedom and upon the country's freedom, for without that freedom, its attraction to intelligence, its capacity to stimulate investigation and originality, its power to produce free men who will guide our country wisely, and serve it well, will wither. It is this freedom that must be protected at all costs. It cannot be protected if it becomes dependent upon any dominant support, no matter how beneficent or how enlightened that support may presently appear to be. Such independence will be threatened if higher education is subjected to further influence from the federal government. . . . In these fields (social sciences and humanities) public opinion is notoriously given to snap judgment and in them centralized control could be used to do great damage. . . . Direct federal control would in the end produce uniformity, mediocrity, and compliance" (Commission on Financing Higher Education, Nature and Needs of Higher Education, pp. 158–162).

It is fortunate that on the American scene the enormous propaganda that is being constantly carried on based on superficiality, oversimplification, the aggrandizement of the educational machine, has the benefit of criticism that is objective, disinterested, and having the largest social and individual welfare as its prime interest.

— EDWARD A. FITZPATRICK

## DR. THEOBALD ELECTED

THE New York City board of education has elected Dr. John J. Theobald as superintendent of the city schools, to succeed Dr. William Jansen when the latter retires in September, 1958.

Dr. Theobald has been president of Queens College and is currently on leave to act as deputy mayor of the city. His father was teacher, principal, and assistant superintendent of schools in New York City during a long lifetime. He is himself a civil engineer and at one time was professor of engineering at City College.

New York City boards of education have been unusually successful in selecting competent chief executives in spite of the fact that these men have not always fitted into the conventional pattern of graduation from a teachers' college and service in the teaching and supervising staffs of elementary and secondary schools. These men from the days of John Jasper onward have been educational statesmen, independent, determined, and able to provide the sound leadership needed by a school system employing an instructional staff of 75,000 and serving more than 990,000 children and youth.

Like his predecessors, Dr. Theobald is a determined, tactful, but quiet man, able to get along with people. He may be expected to provide the board of education with sound advice and to work effectively for new and higher quality of educational service.

— W. C. B.

## THE SCHOOL SCENE

(Continued from page 8)

son with the public health service, (3) take care of school health records; (4) regulate the health phase of instruction; and (5) provide for general public relations involving the health of students and school personnel.

● Washington, D. C., board has set up new committee to handle health and other special services. Dr. Preston A. McLendon has presented recommendations for improving school health facilities.

● A really comprehensive program of health care is now provided by the Pinedale, Calif., schools. It starts with prenatal education and guides the child's health development until his graduation. The program consists of: (1) literature and help from the school nurse who organizes expectant mothers into groups for instruction; (2) "well-baby" conferences every month until the child is ready for kindergarten; (3) complete physical examination as child reaches kindergarten; (4) regular health checkups provided thereafter.

# SCHOOL STAFF

### URBAN TEACHERS' SALARIES

Salary schedules in urban school districts, 100,000 and over in population, provided a median minimum salary of $3,800 for classroom teachers with a bachelor's degree for the 1957–58 school year, according to a recent release of the NEA.

The median maximum salary for classroom teachers in these 93 large city school systems was $5,850 for a bachelor's degree and $6,250 for a master's degree.

The median number of increments for teachers with a bachelor's degree was 13.

### PERSONNEL RELATIONS

The board of trustees of the Gallatin School Dist., in Downey, Calif., firmly believe that teacher evaluation and classroom visitation by principals represent the most difficult problem in school management.

While the Gallatin school administrators are well trained for their jobs and keep well abreast of the new thinking in school matters, it was felt that a new look could be introduced. With this idea in mind the board has employed a consultant from the field of industrial relations. At present the principals, the assistant superintendents, and the superintendent, are working individually and as a group in evaluating personnel relationships under the direction of a consultant trained in industry.

The board believes that this new approach to personnel management will result in techniques which are used in industry but which are also applicable to education. The seminary is not completed as yet, but the support given by the administrators indicates a very successful and useful conclusion.

### SICK-LEAVE POLICY EXTENSIONS

An appropriation of $1.5 million has been allocated recently by the Georgia state board of education to "activate" a statewide sick-leave plan for state school teachers.

The funds are being distributed to local systems on a basis of $50 per teacher. The present state statutes allow one and one quarter days of sick leave for each working month — or a total of 11 ¾ days per year. It is cumulative throughout the year, but cannot be carried over.

Local school districts throughout Georgia are extending their sick-leave provisions because of this financial backing.

Typical of these extensions was recently enacted by the Bibb County, Ga., school board. Teachers there now will have sick leave without deduction up to 30 days accumulative over a two-year period. If absent for 30 days, teachers may be given a leave of absence without pay.

In other areas of the country, reports on revised sick-leave programs include:

★ In Coffeyville, Kans., the school board has adopted a new sick-leave policy for teachers and other school employees. The new policy provides coverage for absences for a teacher's or employee's own illness, or for death or illness in the immediate family whose residence is in the home of the teacher or employee. Ten teaching or working days of sick leave may be credited for the first year of employment. During the second year, 10 additional teaching or working days of accumulated sick leave may be credited. Ten additional days may be granted during the third year of employment; five days during the fourth year; and five during the fifth year. A maximum of 40 day's sick-leave credit may be accumulated.

★ Randolph, Mass., has approved a new teacher sick-leave cumulative to 45 days, effective in September, 1958. All teachers have been given a $400 increase in salary, also effective in September.

# SCHOOL BUILDING AND OPERATION

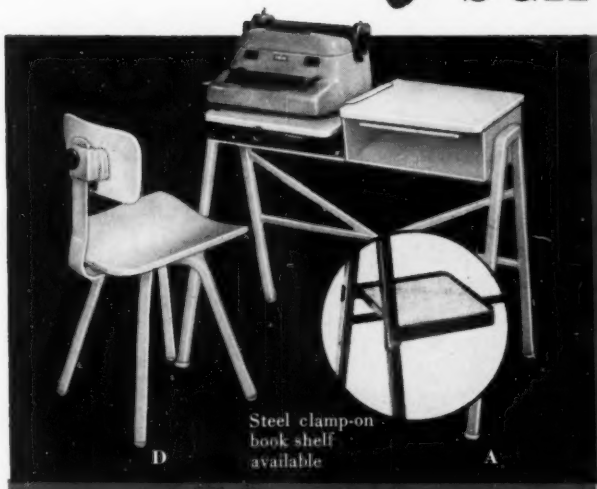
### TRENDS IN SCHOOL CONSTRUCTION

According to the annual construction forecast of the U. S. Departments of Labor and Commerce "Public educational outlays in 1958

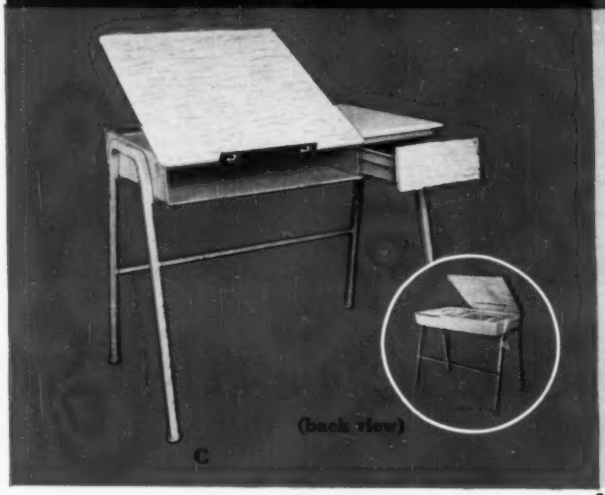
(Concluded on page 68)

*teachers, custodians, students agree, "in a class by itself..."*

# Royal® SCHOOL FURNITURE





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**H. Model 501 Laboratory Stool**—enameled, welded steel with Masonite seat.

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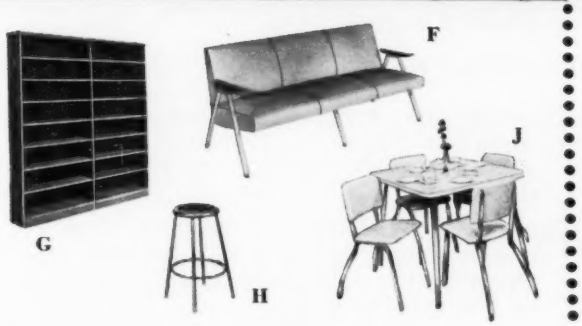


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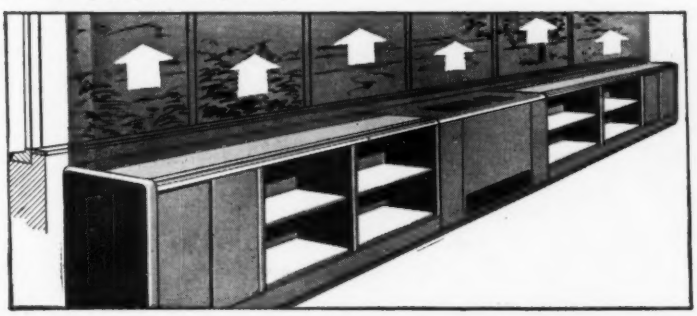

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## THE SCHOOL SCENE

(Concluded from page 64)

are expected to reach the $3-billion mark, accounting for one-fifth of all public expenditures for new construction. This is more than three times the level in 1949, reflecting the relentless demand for more schoolrooms in the wake of substantial development of suburban areas, the large rise in the population of children of school age in the post-World War II period, and the low building rate of the 1930's and 1940's."

### SCHOOLHOUSE CONSTRUCTION

"Economies in Schoolhouse Construction" is the title of an interesting 14-page brochure, issued by the Empire State Chamber of Commerce, Inc., of Albany, N. Y. The booklet has been prepared as an aid to chambers of commerce and other groups interested in providing adequate school facilities at a minimum burden to taxpayers. Its purpose is to serve primarily as a thought starter to help economy-minded citizens who want good schools. It is explained that an informed citizenry is a necessity if adequate school facilities are to be provided for the current rapidly expanding school enrollments.

### REFRESHER COURSE FOR MAINTENANCE MEN

There is a definite need for an indoctrination course for custodian appointees and a refresher course for presently-employed custodians, according to Wm. Roger Greeley of the architectural firm of Kilham, Hopkins, Greeley, and Brodie, Boston, Mass.

This course of approximately six weeks' duration would help custodians become familiar with the complex and delicately balanced electrical alarm systems, automatic temperature controls, ventilating apparatus, and fire alarm units. The course would best be conducted by representatives of the equipment manufacturers and by local consulting engineers and would best be given in a neighboring trade school.

The cost of the tuition fee paid by the school district would be money well invested, according to Mr. Greeley.

## SCHOOL BUSINESS

### SCHOOLS' FINANCIAL REPORT

The annual financial report in bulletin form or printed in the local daily newspaper has, for years now, been a most effective means of keeping the community acquainted with the financial picture of its schools. For success: keep the data reported simple, present it in terms understood by the average layman, and visualize the data, as consistently as possible, with tables, charts, etc.

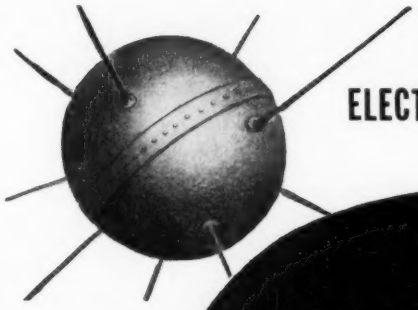
What should be included in this report to the schools' stockholders? In Lamar, Colo., the board prints annually an explanantion of the budget, of the income, and of the expenditures for the schools in its complete annual report. The accounting which provides comparative figures for the year just completed and the previous year shows, for example, that the total unit cost for the grades was $279.60 for 1956–57, and $367 for the high school.

The report outlines the details of cost of outstanding bonds, which were sold at the rate of 1.60 per cent interest for a short-term issue, and 3¼ to 3½ per cent for a 15-year issue. The relation of the indebtedness to the valuation and borrowing capacity of the district is exceedingly favorable and explains the low interest rate.

The purchasing policies of the school district, as well as complete insurance program, the tax levies, and assessed valuation, are explained. A "look into the future" explains the school building and the repair program which the board anticipates during the next five years.

### FUND RAISING BY GYM SKATING

A high school in Marinette, Wis., has had considerable success in fund raising, as well as in good-will building, by opening its gymnasium to public roller skating. A case history of this school's experience — income produced, floor maintenance required, and community interest engendered — is available from the J. W. Wells Lumber Co., in Menominee, Mich.



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# Board Contracts for Architectural Services

STEPHEN F. ROACH
Editor, **Eastern School Law Review**, Jersey City, N. J.

Two important aspects of a school board's responsibility to furnish adequate educational facilities for its instructional program frequently relate to the necessary planning for new school buildings and the proper supervision of their construction.

Either (or both) of these tasks is usually assigned to professional architects, who may be full-time employees of the board or who (and more frequently) are employed by it on a contract basis for the specific construction contemplated.

An interesting case[1] relating to this aspect of school board operations was recently decided in the Appellate Division of the New Jersey Superior Court.

### Facts of the Case

By resolution, on April 23, 1954, the Hamilton Township board of education appointed the Hankin firm as the board's architects.

By letter of January 3, 1955 (from the architects) it was agreed that the compensation to be paid "for new work . . ." would be "6 per cent of the total work contracted for in the building upon which . . . architectural services . . . [are] rendered." One and one half of the total 6 per cent was to be paid when preliminary sketches had been approved by the local board and submitted to state authorities.

Pursuant to resolutions adopted by the board on May 11, 1955, the Hankin firm was instructed to "draw plans and specifications" for additions to two existing schools, and to "prepare sketches and an estimated cost for the construction of a 1500 student capacity . . . high school." There was no resolution or letter or agreement as to the fees to be paid for services on these three projects.

The preliminary plans, cost estimates, and reports for these projects were approved by the board of education on June 29, 1955. On the next day, June 30, they were presented to the State Commissioner of Education and the local government board, for approval, in compliance with existing New Jersey statutes. Certain refinements of the plans and building arrangements were suggested and a supplemental report was requested by these latter agencies. Their approval was then given on September 7, 1955, and October 27, 1955, respectively.

Subsequent to June 30, 1955, Hankin continued working on the projects, revising the original plans, assisting in preparing reports, attending meetings and hearings, and preparing sketches, posters, maps, and models to be used in presenting the projects to the voters.

The referendum which proposed the construction of the additional school facilities (at a total cost of $3,800,000) was rejected by the voters on November 15, 1955.

Upon the board's refusal to pay the firm's bill for services in the sum of $46,875 — predicated upon 1½ per cent of the estimated $3.8 million cost of the three projects — the firm brought suit, on *quantum meruit*, to recover the reasonable value of its services. The lower trial court entered judgment in favor of Hankin for $46,000, with interest from the date of the board's first refusal to pay the bill rendered. This judgment was now being appealed by the school board.

The local board did not deny that Hankin was entitled to some remuneration for the services rendered. However, it did contend that most of the rendered services went beyond the board's request of May 11, 1955, and that "after June 30, 1955, plaintiffs [the Hankin firm] elected either to gamble or to be presumptuous by substituting their hope for the ballot box." The board further contended that even if the additional services were rendered, the request for them was *ultra vires* — i.e., beyond the power of the board — since no further services were necessary after June 30 and so could not be implied as being within the board's authority.

### Issues of the Case

The basic specific question for determination was whether the amount awarded by the New Jersey trial court, as compensation, was a reasonable one.

Equally fundamental however, and of *general* significance to school board members in all states, will be the views of the court as to the contention that, under the circumstances described, certain of the services rendered by the architects "were unnecessary . . . and hence . . . not within the power of the board to contract for. . . ."

### Findings of the Court

In its opinion, the present court first considered the board's contention that the only authorization given to the Hankin firm by its request of May 11, was to "prepare rough sketches showing the proposed construction." These would then enable the board to arrive at an "estimated cost," and permit it to seek the required approval from the state agencies.

On this point the court noted that the testimony of both the superintendent of schools and the president of the defendant Hamilton Twp. board of education disclosed that "all the work done by the [firm] was within the authority granted by the board, with its approval," and that it was understood that the firm was "to be compensated for their services."

From the testimony the court concluded that the work performed after June 30, 1955, "while not necessary to secure the approval of the state agencies, nor to ascertain estimated costs [as the revisions did not alter cost estimates], was certainly within the purview of *preliminary services* as . . . described by the . . . American Institute of Architects."

The court then considered the second of the board's contentions. To this, the opinion commented that the Hamilton Twp. board, having (in the eyes of the court) "at least implied authority to hire architects prior to submission of its program of additional school facilities to the voters, had the authority not merely to enable it to present a bare cost figure to the voters but to prepare and submit the best plan for the schools then in contemplation. . . . The voters are entitled to have submitted to them the general substance of the contemplated program before they can intelligently exercise their suffrage."

"Accordingly, the board would be obliged to incur necessary expenses to inform themselves, as laymen, of the nature of the work contemplated, and we cannot say that the preparation of models and maps toward that end was so unreasonable as to be without the board's authority as a public body."

Noting further that the board had seen "the continuance of these services [after June 30, 1955] and took no action of any kind to terminate [the firm's] employment, which it might have done if it was its intention that [Hankin's] services were to be terminated . . . prior to November 15,

(Concluded on page 73)

[1] *Hankin et al. v. Bd. of Educ. of Hamilton Township;* cited as 135 A.2d 329 (N. J.) (1957) in the West *National Reporter System.*


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## SCHOOL LAW

(Concluded from page 70)

1955 the court therewith rejected both of the contentions made by the board.

In considering the "reasonableness" of the fee sought by the architectural firm, the court pointed out that the testimony had shown that it was consistent with the schedule of minimum fees adopted by the American Institute of Architects.

The court noted, in addition, that the current existence of an applicable New Jersey statute showed that "the Legislature has recognized that in the construction of certain public buildings, the payment for the services of architects shall be at a rate not in excess of the schedule of minimum charges adopted by the American Institute of Architects."

To the board's objection to the trial court's allowance of interest on the amount of the judgment, calculated from December 2, 1955 — the day the firm's statement for services was presented to the board for payment — the court denied credence. Noting that the services had extended over a period ending November 15, 1955, the court commented: "[We] are of the view that defendant [i.e., the board] was clearly unreasonable in the position it took as to its obligation for the services rendered and their value."

"The allowance of interest is permitted where the injury suffered should have been made good when the amount due was requested. . . . The test in a case of this kind, where . . . [the] defendant's attitude toward payment of the obligation was substantially unwarranted, is to be found in 'considerations of justice and fair dealing.' . . . The plaintiffs have already fully performed their services and the defendant has been enjoying the benefit of such performance, notwithstanding the plan was defeated. In all justice, equity demands that the plaintiffs be awarded interest. . . ."

Concluding that there was ample evidence that the firm's letter of January 3, 1955, and its acceptance by the board, was "a contract to govern the measure of compensation for the three projects in question," and that all of the services rendered had been requested and were of use to the board [as well as to others], the present court ruled against the school board and affirmed the earlier judgment of $46,000 (and interest) in favor of the architects.

## SCHOOL LAW NEWS

### Pupils and Conduct of Schools

The overcrowding of public schoolrooms cannot be lawfully avoided or relieved by excluding pupils because of their race or color. — *Borders* v. *Rippy*, 247 F. 2d 268, Tex.

Under the Ohio statutes, every child is not required to attend a public school but is required, with certain exceptions, to attend some recognized school, whether that be public, private, or parochial. — *State* v. *Hershberger*, 144 Northeastern reporter 2d 693, Ohio App.

The purpose of the Ohio compulsory education law is to require the proper education of every child. — *State* v. *Hershberger*, 144 Northeastern reporter 2d 693, Ohio App.

## N.S.B.A. REPORT

(Concluded from page 14)

held in Miami Beach, Fla., from April 17 through April 19.

This total is more than twice the number of reservations ever made at such an early date for any previous NSBA convention; and it forecasts an unprecedented attendance which may very well pass the 4000 mark. The significance of this figure becomes apparent upon recalling that just ten conventions ago, in 1949, only 53 persons from some 19 states attended the national convention in St. Louis. Five conventions ago, in 1954, attendance had grown to 1137. Last year, in Atlantic City, the NSBA convention drew 2021 registered participants. This year, advance reservations indicate that the previous high figure will be eclipsed some two to three months before the gavel sounds to open convention proceedings in Miami Beach.

The theme of the 1958 national convention is a vital and timely one: "School Boards and the Curriculum." In these days when international events have subjected curricular decision to multitudinous pressures and placed special emphasis upon the re-examination and re-evaluation of the total school program, the opportunity for board members attending the 1958 convention to consider in concert all aspects of the curricula of our public schools should prove of extreme value and great interest. To assist them to do so, the NSBA has invited consultants and experts from all parts of the nation to participate in the many convention sessions and discussions which have been planned.

Among the eagerly awaited addresses to be delivered at the 1958 Convention is that of Dr. James B. Conant, former United States ambassador to the Federal Republic of Germany, former president of Harvard University, and presently chairman of a study of the comprehensive high school being conducted under grant of the Carnegie Foundation. It is hoped that in speaking to convention participants on the subject of the American high school, Dr. Conant will be able to present some of the findings of his current important study.

# ASSOCIATION NEWS

### THE 1958 REGIONAL AASA CONVENTION

The 1958 regional conventions of the American Association of School Administrators — meeting in St. Louis, February 22–25; San Francisco, March 8–11; Cleveland, March 29 to April 1 — will feature programs of outstanding speakers in general sessions, varied sectional meetings and workshops, and architectural and commercial exhibits.

"Honor the Superintendency," added to the San Francisco and Cleveland meetings, will emphasize the unique position of the superintendent and demonstrate how the position of this community's educational leader has shifted and taken form in recent years. James B. Conant, former president of Harvard University and U. S. high commissioner for Germany, will keynote the sessions with an address on "The Challenge to School Administrators." Dr. Conant will present the same speech at the February 25, fifth general session of the St. Louis meeting.

**Martin Essex, superintendent of school in Akron, Ohio, has been chosen president-elect of the AASA. He will serve in this capacity for one year beginning March 15, 1958, and will begin a one-year term as president on March 15, 1959.**

These programs are designed as correlatives to the "honor-the-teacher" theme of the Golden Key award program, that will be held in 1958 as the opening general session of the St. Louis convention. During this program a prominent American, selected by the Golden Key Awards Council through a national ballot, and a former teacher of his choice, will be awarded Golden Keys — a symbol of their contributions to the national welfare.

#### Continuous Sessions

Another innovation is the "continuous session" to be held at each of the three conventions. The three meetings at each convention will deal with one important phase of administration and is intended to produce an authoritative statement representative of AASA policy. Participation will be limited to a dozen members meeting daily in closed sessions throughout each convention.

The St. Louis continuous session will deal with ways of enforcing high professional standards for administrators. Items scheduled for consideration include certification, training, and ethics. Dr. Paul J. Misner, Glencoe, Ill., superintendent and immediate AASA past-president, will lead the discussion.

San Francisco's session will consider the future program of the AASA and will be directed by president-elect C. C. Trillingham, superintendent of Los Angeles County, Calif., schools. The relationship of the superintendent of schools to other local officials and government agencies will be discussed during the Cleveland convention under former AASA president Henry I. Willett, superintendent, Richmond, Va.

The usual display of the newest in schoolhouse construction, sponsored jointly by the AASA and the American Institute of Architects, will be held at all three conventions. An adjunct to the exhibits this year will be a symposium, "The NEW in Exhibit News," which will preview the exhibits with some ideas on how top quality products for schools can help meet problems and ease worries confronting board members, administrators, and teachers.

All three meetings will include the traditional memorial program; regional groups sessions and field trips; greetings from Commissioner Derthick, Dr. Ginger, president of the NEA, and representatives of the National Council of Parents-Teachers Association and the National School Boards Association; and the programs of the exhibitors' association.

At all three meetings, also, there will be featured "large sectional meetings" that will consider several major AASA activities: The Secondary School Program, subject of the AASA's 1958 yearbook, "The High School in a Changing World"; The Commission on School District Reorganization; the Committee for the Advancement on School Administration, "What It Takes To Be a Real Profession . . . and How School Administration Can Get That Way"; "The Educational Policies Commission"; and "What's Ahead for AASA."

# SCHOOL PRODUCTS GUIDE

## FLOORS AND FLOORING MAINTENANCE

More than any other factor, the advent of movable furniture dictated the basic trend in today's school flooring, the trend toward variety. The modern school uses one floor material in classrooms, another for corridors and lavatories, and a third for auditoriums and gymnasiums.

Before movable furniture, wood, a material in which the screws of the fixed seating could be fastened, was the predominant type of flooring. While wood flooring in academic areas was resilient, warm, and relatively quiet, damage from moisture — particularly warping and buckling — was an ever present difficulty. Wood floors, subjected to heavy, abusive classroom traffic, were expensive to maintain.

Linoleum, as a successor to wood for classroom flooring, offered high resistance to abrasions, was quiet, and was easy to install and maintain. As with wood, however, well-vented subflooring was a necessity and a deterrent to overwhelming acceptance by school builders.

The coming of improved tiles after World War II — asphalt, rubber, vinyl, etc. — provided schools with what is now generally considered one of the best classroom floors. Especially is this true of asphalt tile which has a relatively high resistance to abrasions and wear, and is easy to install over a concrete subfloor over grade. Tiles, for the most part, are fireproof and resist acids, alkalis, and electricity. Repairs and maintenance, furthermore, are quite inexpensive.

In other areas of the school plant, the trends are:

★ In corridors, toilet rooms, and kitchens, the overwhelming trend in modern schools is to masonry floors — natural stone, such as marble and slate; manufactured stone, such as concrete and terrazzo; and clay products, such as ceramic tile.

Marble is rarely used for school flooring because of its high original installation cost. It is fireproof, very durable, and inexpensive to maintain. Concrete is used extensively in school subflooring. As a finished flooring, it tends to "dust" upon wear. Similarly, terrazzo has a very hard surface and is long wearing. It is very attractive, but becomes slippery when wet and will crack and split.

Ceramic tile is used primarily in school lavatories and places where a high degree of sanitation is required. It is durable, colorful, and easy to maintain. However, while acids or alkalis do not affect the flooring itself, they do affect the joints between the tiles.

★ In multi-purpose rooms, auditoriums, gymnasiums, and industrial-arts shops wood has proved to be one of the practical floorings available and is still the favorite by far.

### Flooring Maintenance

Just as there is a variety of school flooring for the different areas of the school, there is also a variety of different approaches to the proper maintenance of school flooring. Each floor requires different treatments; proper maintenance procedures mean better floor wear.

To aid the school administrator and his staff in properly caring for school floors, the Feburary, 1957, SCHOOL BOARD JOURNAL published a symposium of basic rules and specific suggestions for caring for school floors of terrazzo, concrete, marble, wood, and asphalt, rubber, and vinyl tiles. This discussion, "Maintain Your Floors Properly!" also contains a bibliography of literature on floor maintenance for further information.

A limited number of copies of "Maintain Your Floors Properly!" are available. If you would like a copy, please circle SPG-1 on the "Reader's Service Section" index card across from the last page of your JOURNAL.

Our advertisers also offer services — booklets, article reprints, personal representatives, etc. — to help you understand school floors and flooring maintenance better. These services include:

1. The Maple Flooring Manufacturers Association conducts a research project on the testing of floor finishing products. Literature now available includes: *Finishing Northern Hard Maple Flooring the MFMA Way* (SPG-2 on the "Reader's Service Section" Index Card); *Please Don't!*, suggestions for the installation and care of Northern hardwood flooring, (SPG-3); *A.I.A. Technical Textbook* (SPG-4); *Photographic Folder*, illustrations of flooring grades (SPG-5); *The School Gymnasium as a Community Social Center* (SPG-6); and *Controlling Expansion of Hard Maple Floors* (SPG-7).

2. J. W. Wells Lumber Company offers: *Roller Skating in Gymnasiums*, case history of a typical school's experience with roller skating in the school gymnasium with facts on income produced, floor maintenance required, etc. (SPG-8); *How to Lay End-to-End Flooring* with general information on maple flooring in gymnasiums (SPG-9).

3. Hillyard Chemical Co. has literature on school floor maintenance products, including: *How to Treat and Maintain Resilient Floors* (SPG-10). It also offers free surveys by its area's representative on the treatment of school floors (SPG-11).

**(Any of this literature and other services will be sent to you free of charge. Circle the number of the Service on the "Reader's Service Section," across from the last page of the Journal.)**

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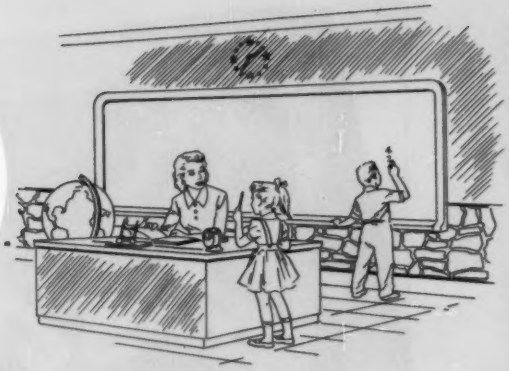

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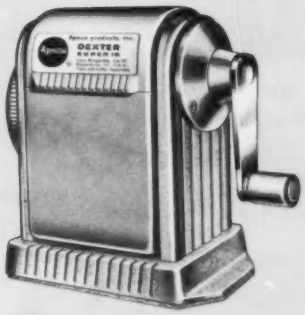
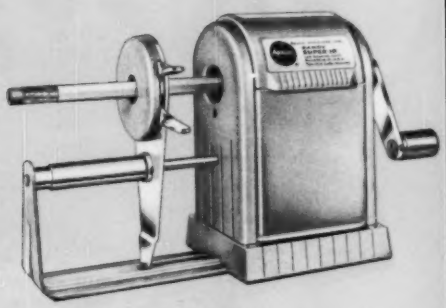
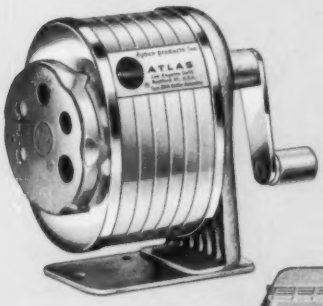


**DEXTER SUPER 10**
All steel double bearing Pencil Sharpener. For years of trouble-free service in grades 1 thru 8.

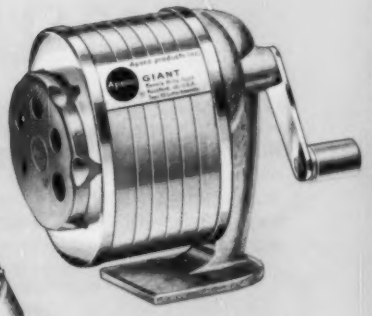


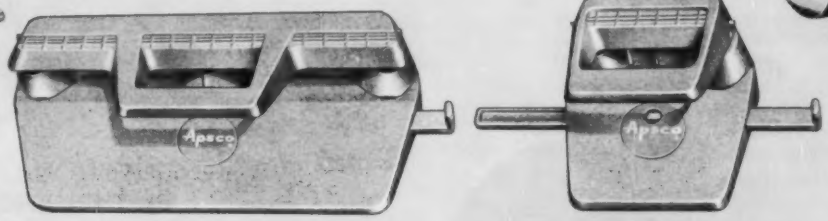
**DANDY SUPER 10**
World's finest heavy duty automatic feed all steel sharpener, for study hall, library and offices.



**ATLAS**
An all steel single bearing unit. The "official" general purpose school sharpener.

**GIANT**
The "All American" of pencil sharpeners. Sharpens the most popular sized pencils.





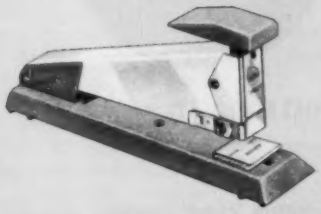
**A9 HEAVY DUTY STAPLER**
Will easily clinch staple up to 90 sheets of paper. Ideal for administrative office, school accounting department, etc.

**3 HOLE PUNCH**

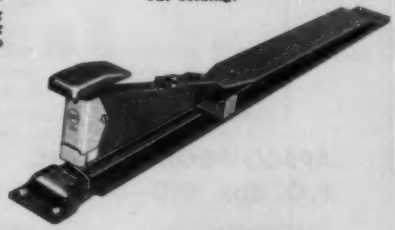
**2 HOLE PUNCH**
Apsco's twin punches with a new effortless action. Handle all the punching needs of today's classroom and administrative offices. Exclusive shearing action for easy punching of up to 30 sheets of 16# bond. Large leakproof chip capacity.

**2002-12 LONG THROAT**
A needed tool for art classes, drama depts., print shops. Center staples up to 12" without folding.

**4004 STAPLER**
The personal accessory of thousands of teachers—a light weight unit that staples, pins and tacks using standard #1 staples.



**2002 STAPLER**
Ideal for use where a high load capacity is needed. Front drawer loads 210 staples—pins, staples and tacks.



*And over here...*



## APSCO SCHOOL CATALOG

This Special School Catalog was created especially for you, Mr. School Official.
It is the most complete catalog of its kind ever published, with detailed information on Apsco Pencil Sharpeners, Staplers and Punches. In addition it fully explains how to correctly select, install and maintain the Pencil Sharpeners, Staplers and Punches in your school. Material you need and want—Ask your school supply dealer for a copy or use the coupon below.


## MAINTENANCE MANUAL

This manual was published by the Apsco School Service Dept. at the request of school officials to assist the maintenance men in increasing the service life of the pencil sharpeners in their schools. It answers all the questions about installation, cutterheads, replacement parts, etc. Use the coupon to tell us how many you need and we will send them without cost.

50th ANNIVERSARY

Apsco®

**APSCO PRODUCTS INC.**
**P.O. Box 840—BEVERLY HILLS, CALIF.**

Gentlemen:
*Please send me at once*

_____ *copies* **Complete School Catalog**

_____ *copies* **Maintenance Manual**

Name_____

Address_____

City_____ State_____

*America's School Choice*

## SPOTLIGHT ON SCIENCE

(Concluded from page 40)

community leaders take our children into local industrial plants and science research laboratories so that they can see science at work.

And finally, we solicit the parent's help. We keep the parents informed of the child's special interests, how they are being met in their own classrooms, and what *they* can do to deepen and broaden these interests.

We have now gone one step further and have hired three special science teachers who not only teach science on the seventh and eighth grade level, but serve as consultants to teachers of the lower grades.

We feel that our science program rates well in terms of such things as planning, balance, sound objectives, continuity, and provision for pupils of all ability levels.

We hope, sincerely, that we will spark some scientific potential.

**III. BOARD MEMBER PLATT:**

From the superintendent's report it is clear that this school district is already taking leadership in its science program. The need for developing interest and capability in technology is so great, however, that I recommend the board authorize our school administrators to continue to review the district's science program. The following five-point program can guide their review.

1. The district should reappraise not only the amount and content of its science instruction, but also the effectiveness of teaching methods used. Science is a creative activity with an ever advancing frontier. Students even at elementary level must get an opportunity to participate in the exciting process of curiosity, experiment, hypothesis, discovery, and proof.

2. The district should insure that its mathematics instruction and science instruction enhance each other.

3. The district should establish a long range plan for upgrading the science teaching capability of its faculty, by summer courses by selective recruitment, and by other means.

4. The district should actively seek the best guidance material on science instruction from all possible sources. The superintendent should report to us on the value of these materials. It may be that boards across the country are going to have to ask state agencies and the U. S. Office of Education to take more leadership in this area.

5. The district should find means for enhancing the prestige of science, of science teachers, and of good science students.

In this district's over-all review, we will clearly not want to lose sight of the need to preserve a proper balance in our curriculum. It is essential, however, that we not ignore the challenge dramatized by the Russian Sputniks nor be complacent about President Eisenhower's plea.

# News of Products for the Schools

## HAND-OPERATED DUPLICATOR

Ditto, Inc., Chicago 45, Ill., announces a completely new hand operated duplicating machine, model 18D-60. It has all of the advanced features of the electric models, except for the electric drive. The new low-cost machine includes a new 18-inch drum which makes it ideal for duplicating items from 3 by 5 inches to 18 by 14 inches in size. The side guides are fully adjustable and the feeder trays permit feeding from any position into the tray. The ditto machine will feed a full

Duplicator

500 sheets of paper automatically, at a speed of 120 copies per minute. To assure the proper liquid and pressure settings for the job at hand, the liquid control lever is calibrated in sheet sizes. Pressure settings are calibrated as low, medium, medium-high, and high; thus insuring an even copy intensity throughout an entire run.

**(For Convenience Circle Index Code 06)**

## TEACHER'S DESK

The American Seating Company, Grand Rapids, Mich., has announced production of a new attractive, durable, and convenient teacher's desk. The desk matches the company's other classroom units. It has steel-supported, laminated plastic birch grained top with protective anodized aluminum banding. There is plenty of knee room for the teacher in this desk. The drawer pedestal has one piece steel body wrap-around, with welded, channel construction and provides a rigid box with rounded corners. The drawers have nylon glides, for smooth, quiet action with cushion stop and they are easily removable. The file drawer is equipped for front to back filing. The center drawer has a convenient, two section tray in front. Rubber cushioned, ball-joint, electroplated glides prevent floor marring.

**(For Convenience Circle Index Code 07)**

## AUTOMATIC ILLUMINATION

Minneapolis-Honeywell Regulator Co., Minneapolis, Minn., has made available a new automatic light control system. The system, known as Light Saver controlled lighting, can save up to 80 per cent of power costs in school buildings using a planned daylight illumination system. A multi-stage operation provides for gradual dimming or brightening as the system measures incoming daylight and adjusts the illumination. The system can be used to control either fluorescent or incandescent lighting, however, dimming is less expensive with incandescent lamps.

**(For Convenience Circle Index Code 08)**

## CONTEMPORARY CLASSROOM FURNITURE

A new line of contemporary classroom furniture has been offered by Royal Mfg. Co., Inc., Richmond, Va. The Flight Sweep line includes stationary and mobile storage cabinets, a sink cabinet, book truck, wardrobe units, and teacher's cabinet. The cabinets of laminated plywood are finished in a basic sand color. Interchangeable doors are available in perforated or solid composition board in orange, blue, or yellow to add a bright note to the classroom decor. The sink unit has a melamine plastic top of seamless construction with coved backsplash and raised, rounded front edge. The furniture, shipped knocked down, can be easily assembled. Send for the colorful specification sheet on this new line, which was shown for the first time at the recent National School Service Institute in Chicago.

**(For Convenience Circle Index Code 09)**

## BATTERY OPERATED BLEACHER UNIT

The new power driven Gymaster is an aid to opening and closing bleachers, especially the higher rows. It can be used for moving heavy items or pushing loaded carts of chairs, etc. Easy to handle and operate, the Gymaster, manufactured by the Berlin Chapman Co., Berlin, Wis., operates on long lasting batteries. No cables or electric outlets are necessary. This handy all-round unit comes with Ez-A-Way bleachers at little additional cost.

**(For Convenience Circle Index Code 010)**

## METAL EDGED TABLE

This sleek new table, manufactured by The Chicago Hardware Foundry, North Chicago, Ill., is both decorative and useful. The table is designed to harmonize with the modern trend to trim interior styling, but will compliment any setting. Called the Thin Line, No. 912A, it is available in cast solid bronze

Sleek and Functional

or in any of twenty decorator colors. The colored tables are made of porcelain enamel with the same cast one-piece construction for long use and ease of maintenance. A catalog is available from the company upon request.

**(For Convenience Circle Index Code 011)**

## SCHOOL BUS FOR 1958

The Chevrolet school bus for 1958 has encorporated many engineering advances for greater operating safety and ease. Pictured is the Viking 60 which has a capacity of from 42 to 54 pupils. Seven other choices provide a capacity of from 8 to 60 pupils. The outstanding safety device on the new buses is the dual headlamp system which gains up to 50 feet of light beyond oncoming vehicles


Comfortable, Safe

while still on low beams. Other new buses in the 1958 line include: Model 4502, with 156½-inch wheelbase with a 30 to 36 pupil capacity; Model 6702, with a 196½-inch wheelbase and a capacity for 42 to 48 pupils; Model 6802, with a 222½-inch wheelbase and holds from 48 to 54 pupils; and Model 8802, with a 240-inch wheelbase and will hold 54 to 60 pupils. Increased power reserve is given Model 8802 in 1958 with a heavy duty 283 cubic inch V8 engine having a four barrel carburetor and dual exhausts. Manufactured by Chevrolet Division, General Motors Corp., Detroit 2, Mich.

**(For Convenience Circle Index Code 012)**

## CLASSROOM VENTILATOR

The Trane Co., La Crosse, Wis., has developed a new classroom heating and ventilation unit that is geared directly to classroom health. The ventilator is designed to eliminate hot, and, or, cold spots, distribute heat evenly to all parts of the room, eliminate drafts along the floor, and stop window downdraft all through the day, along the walls. The unit quickly distributes warm air throughout the room, extremely favorable in the early mornings. The ventilator keeps the classroom air fresh and the temperature just right for comfortable working conditions.

**(For Convenience Circle Index Code 013)**

## PERMASTEEL CHALK BOARDS

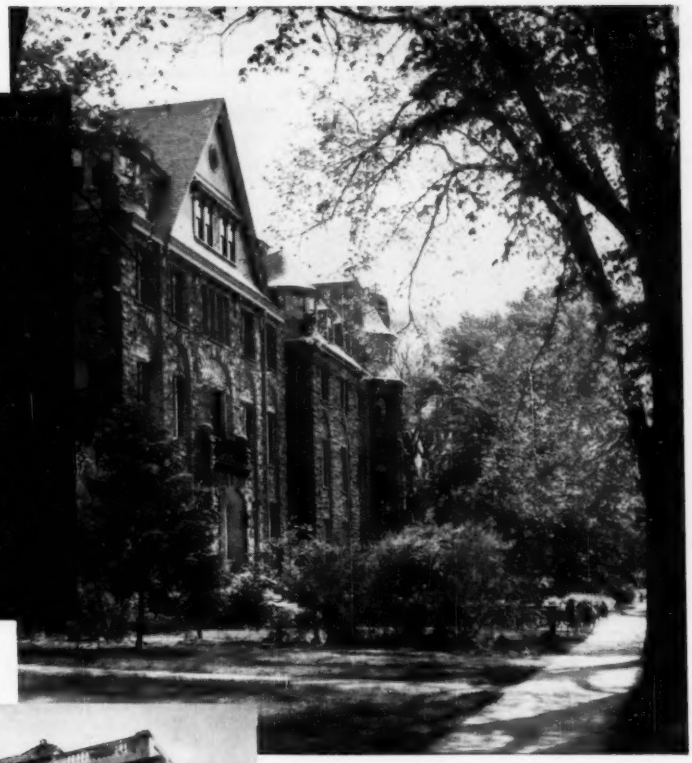
Porcelain enamel chalk boards may be more expensive, but they will wear and wear, according to the manufacturer, The E.W.A. Rowles Co., Arlington Heights, Ill. The vitreous material is fused onto 18 gauge enameling steel at a controlled high beat of more than 1500°. The permasteel sheets are then laminated to a hardboard core or plywood. One can write on the sea-green permasteel boards with any kind of chalk, or even with a waxed crayon, which can be easily erased. The boards come in 3-, 3½-, and 4-ft. widths, and 5-, 6-, 7-, or 8-ft. lengths. The firm also offers a lower-cost formica chalk board.

**(For Convenience Circle Index Code 014)**

(Concluded on page 82)

**CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION**

# *The Peabody Conservatory of Music and Oberlin College use Style 10 Everett Pianos*



Oberlin College, Oberlin, Ohio, long acknowledged as one of the leading music schools in the country, selected the Everett Style 10 for its Conservatory of Music.

The famous Peabody Conservatory of Music in Baltimore has adopted the Everett Style 10 School Piano for its Preparatory Department, largest in America.

**W**hy do leading music schools select the Style 10? Because it meets or exceeds *the original* rigid specifications for a school piano set by Dr. Elwyn Carter, head of the Music Department at Western Michigan College of Education — specifications adopted by hundreds of schools.

The Style 10 has the tone and touch to please accomplished pianists. It is built to withstand far more use and abuse than the conventional piano. Yet, it is priced among the lowest.

Send today for free "Report on Everett Style 10" and list of hundreds of schools, universities and churches that use this exceptional piano.

EVERETT *Piano Company*

DEPT. H-3102
SOUTH HAVEN,
MICHIGAN

## News of Products . . .

(Concluded from page 80)

### DESK MOVING MADE EASY

An easily operated unit, called the Des-Kart, takes the work and strain from moving heavy, bulky desks and similar types of office furniture and equipment, according to the manufacturer, Geerpres Wringer, Inc., Muskegon,

Easily Operated

Mich. Two identical units make up the Des-Kart, each consisting of a chrome-plated handle, adjustable hardwood support block, and heavy-duty ball bearing casters. Directions for using the cart are simple and easy to follow. Once in place on the cart, rubber strips embedded in the support blocks make sure that the object to be moved stays firmly in place.

**(For Convenience Circle Index Code 015)**

### NEW ROLLER SCREEN

The Luther O. Draper Shade Co., Spiceland, Ind., has announced a new V-Screen for audio-visual classes. It is designed to fit over all map hooks, or may be attached to chalkboard trim or wall with special clips supplied with the unit. Sturdily built, the screen cannot be pulled off the roller. White matt screen is mildew- and fire-resistant. The square screens come in four sizes: 40, 52, 60, and 70 inches.

**(For Convenience Circle Index Code 016)**

### GLASS TROPHY CASE

A glass trophy case, made by the Waddell Co., Inc., Greenfield Ohio, is ideal for displaying sports trophies, scholastic honors and other awards. The sturdy case weighs 216 pounds, is 70 in. tall, yet requires only $3\frac{7}{16}$ sq. ft. of floor space. There are six heavy glass shelves, 12 in. deep and adjustable to accommodate extra large trophies. Other features are a natural finish, hardwood frame, built in door locks, sliding glass doors, and mirror backing. The case ends are flush for multiple installation.

**(For Convenience Circle Index Code 017)**

### CATALOGS AND BOOKLETS

**A new folder describes the new Steelco window** shades, made of fire resistant plasti-canvas, offered by Oliver C. Steel Mfg. Co., Spiceland, Ind. Architectural specifications are included.

**(For Convenience Circle Index Code 018)**

**A new safety code covering "Inspection Maintenance and Protection of Standpipe and Inside Hose Systems"** is offered in an 8-page folder from Fire Equipment Manufacturers' Association, Inc., Pittsburgh 22, Pa.

**(For Convenience Circle Index Code 019)**

**A manual on the new Univac II Automation** System, written for the computer specialist and the layman, explains this new system which stores up to 120,000 characters. This profusely illustrated, 79-page guide is offered by Remington Rand Univac, New York 10, N. Y.

**(For Convenience Circle Index Code 020)**

**"Extended Area Lighting" is a new 12-page** bulletin on Luma Ceiling installations for schools and institutions, offered by Pittsburgh Relectro Co., Pittsburgh 22, Pa.

**(For Convenience Circle Index Code 021)**

**"Controlling Expansion of Hard Maple Floors"** is a research report offered by Maple Flooring Manufacturers Association, Chicago. Proper nailing is important in controlling the expansion of maple floors, according to the report.

**(For Convenience Circle Index Code 022)**

**Detailed information on four window styles** — projected, awning, casement, and combination — is contained in a new 28-page catalog by Fenestra, Inc., Detroit 11, Mich. The booklet has been designed for the builders of schools, churches, and institutions.

**(For Convenience Circle Index Code 023)**

**CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION**

# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

**SCHOOL PRODUCTS GUIDE**

**Literature, catalogs, and other services reviewed in this month's School Products Guide column (page 76) will be sent to you free. Please encircle the code number listed in the column on page 76, clip the addressed and postpaid card, and mail it to the SCHOOL BOARD JOURNAL.**

**The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.**



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February, 1958

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

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| 20 | 23 | 26 | 29 | 212 | 215 | 218 | 221 | 224 | 227 | 230 | 233 | 236 | 239 | 242 | 245 |
| 21 | 24 | 27 | 210 | 213 | 216 | 219 | 222 | 225 | 228 | 231 | 234 | 237 | 240 | 243 | 246 |
| 22 | 25 | 28 | 211 | 214 | 217 | 220 | 223 | 226 | 229 | 232 | 235 | 238 | 241 | 244 | |

NEWS OF PRODUCTS FOR THE SCHOOLS
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07 09

SCHOOL PRODUCTS GUIDE
SPG-1 SPG-2 SPG-3 SPG-4 SPG-5 SPG-6 SPG-7 SPG-8 SPG-9 SPG-10 SPG-11

Also information on_____

Name_____

Title_____ School_____

City_____ Zone____ State_____


February, 1958

THE AMERICAN SCHOOL BOARD JOURNAL
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NEWS OF PRODUCTS FOR THE SCHOOLS
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SCHOOL PRODUCTS GUIDE
SPG-1 SPG-2 SPG-3 SPG-4 SPG-5 SPG-6 SPG-7 SPG-8 SPG-9 SPG-10 SPG-11

Also information on_____

Name_____

Title_____ School_____

City_____ Zone____ State_____

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First Class Permit No. 1112, Milwaukee 1, Wis.

AMERICAN SCHOOL BOARD JOURNAL

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MILWAUKEE 1, WISCONSIN

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AMERICAN SCHOOL BOARD JOURNAL

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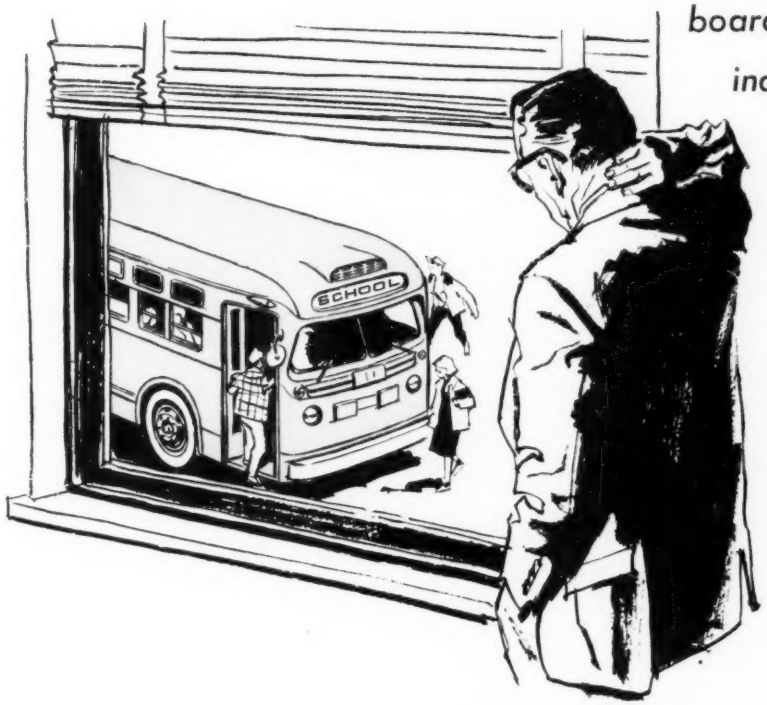
## READER'S SERVICE SECTION

**(Continued)**



### NEWS OF PRODUCTS FOR THE SCHOOLS

*"What can I, as a school board member, do to increase school bus safety for our children?"*




# FOR SAFETY'S SAKE ... SPECIFY BENDIX-WESTINGHOUSE AIR BRAKES ON SCHOOL BUSES

As a conscientious school executive or board member, you are continually seeking ways to improve operating standards and methods.

Safe transportation of school children is certainly one of your prime responsibilities. When it comes to school buses, there is a very definite, immediate decision you can make for added safety. *That is to insist that every bid on your school buses includes air brakes.*

For many years *air* brakes have been the automatic choice of commercial bus operators everywhere. These men know that *air* brakes are the safest, surest, most dependable means of stopping their vehicles. They know, too, that you can't beat *air* brakes for easy, economical operation.

Why not take a leaf from this broad book of experience! Investigate the *air* brake story and find out exactly what it means in added safety and operating economy on *your* school buses!

The full story is told in our booklet, "Their Safety Is In Your Hands". Write today.

## HOW YOUR SCHOOL BUSES CAN BE EQUIPPED WITH AIR BRAKES


On many models of school buses, Bendix-Westinghouse Air Brakes are factory-installed. On all other models, they can be installed at time of delivery, or later, by your dealer and his authorized Bendix-Westinghouse distributor.

**Bendix-Westinghouse**

**AUTOMOTIVE AIR BRAKE COMPANY**

General offices and factory—Elyria, Ohio. Branches—Berkeley, Calif. and Oklahoma City, Okla.